

## Features Of Interrogative Words in Different System Languages

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### ABSTRACT

The interrogative category is one of the distinct categories of language aspects, is studied extensively in linguistics. The article defines the lexical, morphological, semantic, and functional levels of question words with a focus on identifying their aspects related their reflection various usages in different system languages. The use of either verbal or non-verbal communication techniques activates interpersonal relationships. Thus, by this way language expresses the events happening around is related to people's goals and conclusions as well as their needs of obtaining the information via the questions. A speaker uses various linguistic levels and a variety of informational expressions to convey ideas during an exchange of ideas by asking and answering the questions.

Studying morphological and lexical features of the main means of speech expressing questions in the English and Uzbek languages, as well as functional-semantic types of speech acts and cases of their mutual syncretization in group parts is a complex way of learning languages. In addition, one of the current problems of comparative linguistics is to show principles in fictional works that would reflect the unique characteristics of universal and differential aspects according to the intellectual aesthetic nature of today's language levels. The aim of the article is to shed comparative light on the morphological, lexical and pragmatic linguistic features of question words representing the interrogative class in English and Uzbek languages.

The tasks of research are to determine the specific aspects of the category of questions at the pragmatic and functional semantic level in the formation of interrogative sentences in English and Uzbek languages; to uncover the unifying and differentiating aspects of the linguistic features of interrogative means in an interrogative sentence device.

The form of information transmission depends on the desired language situation of a speaker and a listener in the form of a question/answer situation. The description of some terms is made short and simple, and the content of the information is contained easy to understand. While other expressions are simple in their formal structure, they require auditory means of communication (inference) to understand the speaker's intended purpose.

**Keywords:** interrogative, linguistics, morphology, lexical, pragmatic, speech act, language, verb, structure.

### INTRODUCTION

Because the world's population is enormous, each nation creates its own communicative language system; Therefore, their language systems use existing words to define the peoples' linguistic-cultural world and fully understand the existence of their language nature. In the speech process, each sound and word has a specific task that ensures active participation in sending and receiving messages.

It is clear that almost all situations: people's lives, the manner of changing thoughts are carried out via the questions and answers. In those exchanges, interrogative verbalizers are one of the main manner of sentences that shape the questions.

M. Mukhin emphasizes that interrogative words are particularly composed by the signs of interrogative pronouns which are called "interrogatives" in global terminology. This is, the category that is philosophical, psychological, logical linguistic phenomenon, phenomenon that organizes interrogative sentences and is carried out via interrogative verbalizers [20] 222]. The unit of speech expressing interrogativeness is an goal truth in philosophy, an interdisciplinary category that offers continuity of speech in a language [25] 44].

In the technique of speech communication, with the assist of interrogative words, which are considered verbal means, not solely the information about the occasions can be expressed, however additionally the individual's feelings and opinions can be expressed in relation to the addressee. From a pragmatic factor of view, the participation of all word companies and sounds are verbal capacity in the unique formation of social conditions and the development of significant data communication.

By the end of the 20<sup>th</sup> century, the active learning about of pragmatic markers in the procedure of verbal communication by representatives of different cultures began to become widespread, and scholars stand on different concepts when defining them.

Whereas in accordance to J.Searle – questions are a subclass of figurative sentences, due to the fact they are tries by way of a speaker to get an answer, that is, to motivate a listener to operate a speech act [26]170-194], Thus, query is an summary concept, and its formal analogue serves to prepare interrogativeness.

The verbal capacity expressing the query (interrogativeness) marker first determines the tone, and the sentence with the that means of interrogativeness has a separate tone, genuinely distinct from the command sentence. In an interrogative sentence, a phrase with an interrogative that means is characterised with the aid of a rising tone as a verbal capability.

Consequently, the class of interrogativeness determines the lexical and grammatical structures and aspects of questionary categories: such as time and space, unique and extent or question-answer content. Therefore, nowadays, the findings and class about the of interrogatives and the potential of expression of their sorts of interrogative sentences is learned constantly in a large sphere of in linguistic structures such as grammatical, lexical and pragmatic.

## METHODS

Linguistics is considered with the stem of a language and communication. Language specialists explore how individuals learn information approximately by the language systems, how this information interatomic with other thought forms, how it changes between speakers and geographic districts, and how to demonstrate this information computationally. They ponder how to speak to the structure of different angles of a language (such as sounds or meaning), how to hypothetically clarify distinctive linguistic designs, and how diverse components of aspects connected with each other.

It applies each with the learn about of unique languages and the search for standard or divers residences frequent to all languages or especially in contrast languages.

Comparative study of two languages of different structures has both theoretical and practical significance, enables somebody to identify similar and distinctive features, find universals (general points) and unique (specific events), helps to penetrate deeper into the inner workings of each of the compared languages and understand their national identity [30] 224]. The theme of our comparative

study are languages of different structures – the English and Uzbek languages – the first refers to a group of fusion languages, the second – to a group of agglutinative. Comparative research of languages of different structures can be carried out in three language layers: morphologic, lexical and pragmatic. While the comparative method involves classifying languages on the basis of linguistic and non-linguistic evidence, the typological method relies exclusively on linguistic information and uses this information to classify languages according to the linguistic characteristics that they share or do not share [19] 34].

Although languages are categorized typologically in different language groups much of the research in this area has been centered on morphology, lexical and pragmatic lines on contrastive analysis. Contrastive analysis is not intended to offer a new method of teaching, but it is a form of language-description across two languages which are particularly applicable to curriculum development, the elaboration and evaluation of teaching materials, the diagnosis of learning problems and testing [29] 47].

Contrastive linguistics, on the contrary, captures the specific features of the compared languages on the basis of a certain set of general linguistic phenomena [14] 375]. Therefore, when different language systems are compared in a contrastive way, it is useful to utilize different linguistic units [6] 70]. The contrastive analysis often helps to reveal ('discover') features in a compared languages that are not noticed when using the normal imaging. This gives an opportunity to study and understand the structure of languages more deeply [28] 181], to study the comparison of interrogations based on linguistic characteristics as well as their structures in sentences. Furthermore, based on these issue, this study intends to reconsider the differences and similarities of English and Uzbek forms of interrogations by morphological, lexical, pragmatic units. Such information or input based on linguistic evidence could be useful for learners of English as a second/foreign language, who can have a chance to develop cultural awareness and communicative competence [1] 17].

## RESULTS AND DISCUSSION

### Morphological analysis.

Although the classification of sentences according to content and expression is the same in related and non-related languages, due to the fact that according to the languages belonging to different families their composition is also different in their morphological features. In Uzbek interrogative sentences, mainly grammatical verbalizations such as interrogative particles and interrogative pronouns serve as the main verbal means and have a different particular tone in the sentence [22] 12-18]. For example, in the Uzbek language, the role of the interrogative tone is greater in sentences that take the interrogative content with the help of interrogative endings such as - **a**, -**ya**, -**da**, -**ku**, **nahotki**; In the sentences of interrogative with -**mi**, -**chi** endings, the tone is not so strong. Interrogative sentences with these particles aim to find out whether a speaker will confirm or deny the opinion of a listener. Such interrogative sentences are often answered with the words **yes**, **no**, or the question word in the interrogative sentence itself.

– *Men bergan 5 dollarni tikdingizmi?*

– *Yo'q, – deb javob berdi u. [11] 46].*

In the English and Uzbek languages, in some cases, that is, mainly in oral speech, the words **yes/no** are not included in the answer to a general interrogative sentence, and in Uzbek, **yes/no** is a similar phenomenon.

– *“Are you sure about the whistle and the sound of falling metal?” asked Holmes.*

– *“I think so,” answered Helen [3] 5].*

– *Mendan keyin biron bu yerga kirgani yo'qmi?*

– *Zog' ham uchgani yo'q. [31] 221]*

In English auxiliary and modal verbs such as **to be**, **to have**, **to do**, **can**, **may**, **must** are used to form this type of general questions. Although in Uzbek interrogative sentence with particles is similar

in content to the general interrogative sentence type in English, the main difference is in their word order. Example:

1. – **Can** I buy a drink?  
– No, I'll drink some milk. [11] 46].
2. – Viski ichasiz**mi**?  
– Menga sutichish mumkin [11] 46].
3. – **Are** you kidding me? The bookie said.  
– No, honest [11] 27].
4. – Kalaka qilyapsiz**mi** meni?- to'ng'illadiu.  
– Hech narsadn xabarim yo'q. [11] 46].

In the given examples, the particle **-mi** in Uzbek interrogative sentences 2, 4 gives the interrogative meaning of the sentence. As can be seen from the examples, particle **-mi** can be added to the verb, at the end of the sentence, sometimes in the middle [22] 162] whereas in English, in the word order of the general interrogative sentence **Can** and **Are** as the auxiliary verbal ways the first component at the beginning of the sentence. The stability of word order is typical for the English language [7] 93]. In the given examples, the auxiliary verbs *Can*, *Are*, which are lexically different in English, they are translated in Uzbek examples with the same particle **-mi**. General interrogative sentences are formed under the leadership of modal and auxiliary verbs and serve to raise the tone in the sentence [25] 235].

In Uzbek, one of the characteristics of the interrogative particles **-mi**, **-chi**, **-a**, **-ya** is that they express surprise, wonder and suspicion regardless of which part of the interrogative sentence is logically stressed and forms a pure interrogative sentence.

The fact that languages belong to different families, language groups cause grammatical problems in translation. One of the examples is the difference in the translations of general and selective interrogative sentences in English and Uzbek. That is, since the expression of general interrogative sentences containing surprise, suspicion, doubt (**-mi**, **-chi**, **-ku**, **-a**, **-ya**) in Uzbek is not found in English, thoughts are expressed on the basis of different words:

5. “Suddenly he thought: **Supposing** she isn't there – supposing she has gone?”[27] 234].

–Kerri uyda bo'lmasa-**ya**?U yerdan ketib qolganligi to'satdan ma'lum bo'lsa-**ya** [27] 218].

–Nega bularni seyfga solib quliflamayapman-**a**?Gerstvod ichida o'zidan so'radi. [34] 236].

6. “**Suppose** we didn't have time to get married here?”[27] 155]

–Bu yerda nikohdan o'tishimizga mabodo vaqtimiz ziqlik qilsa-**chi**? [34] 138].

In Uzbek, in the interrogative sentences in examples 5 and 7, the interrogative sentence expressed with the particle **-ya -chi** means the tone of suspicion, and if the tone is raised at the end of the sentence, this tone of suspicion is expressed in the interrogative sentence in English with the supposing component, keeping the average tone. It is known that the word "**Suppose**" in English is translated into Uzbek as "taxmin qilmoq" in the meaning of "to assume, to intend", but the classification groups of indirect speech acts and the linguistic forms representing them do not have the same appearance in different languages.

The popular structure of the speech expression of surprise in English interrogative sentences is presented in the communication text "Why don't I shut the safe?" expressed in the form, in which there would be a question related to the ability of the listener to act.

As can be seen from the examples, the grammatical and lexical expression of the same concept can be different in different languages. If a certain concept is expressed by one word in Uzbek, it can sometimes be expressed stylistically in English by a word, phrase, or even a completely different sentence. In our opinion, the meaning expressed by certain means in one language can be

conveyed in a different way in another language. Interrogatives of this type are also used to express more rhetorical questions.

Due to the fact that, in linguistics, the morphemic set of words has variants with the help of affixes and perifixes, and the technique of modeling word forms is carried out by means of a paradigm (paradigm means a set of word forms, a system of morphemic variants) [6] 27]. The categories of case and possession of words in English and Uzbek languages, are also different in interrogative sentences.

In Old English, syntactic relations were mainly expressed on the basis of case affixes. But later, as they were phonetically reduced and left the language, their functions are performed using prepositions or word order [7] 25].

We can also find this idea in Otto Jespersen's scientific work entitled "Philosophy of Grammar": "in turn, the number of cases decreased with the appearance of prepositions expressing and differentiating other relationships in the structure of place - place and sentence" [12] 172].

We examine the differences in the case system of interrogative pronouns in English and Uzbek through examples.

– *"Who did he come to see?" asked the drummer, incredulously* [27] 197].

7. *U kimni oldiga kelardi?- Drue ishonqiraman so'radi* [34] 181].

8. *"What are you looking for?"* [27]385].

– *Nimani izlayapsiz? Deb qoldi u.* [34]373].

9. *"Aren't you afraid?" She asked.*

*"What of" he answered.* [27]385].

– *Qo'rqmaysamni ishqilib?*

– *Nimaga qo'rqaman? Javob qildi Gerstvod* [34]371].

10. *Have this put in the evening papers.*

*"In which sir?"* [3] 285].

– *Shu satrlarni kechki gazetalarda e'lon qilishsin.*

*Qaysilarida,ser?* [17]143].

11. *"Where did you come from?"* [27]66].

– *Siz qayoqdan kelib qoldingiz* [34] 50].

The grammatical structure of the language shows the nature of word forms and the combination of words. In Uzbek, interrogative pronouns are expressed by agreement suffixes of the case, while in English prepositions are used instead of such suffixes. In English prepositions can be used at the beginning, at the end of or together with interrogative elements in the interrogative sentences. The utilizations are diverse of the category of case in both languages According to their syntactic characteristics.

### Lexical analysis

According to Uzbek researcher, Iriskulov M "a lexical meaning is a single meaning related to an event or thing in the external world; it is associated with one word. Grammatical meaning does not reflect things and events in the world like alexical meaning and does not have a singular meaning. Grammatical meaning is also specific to one or more sets of words. Although the lexical and grammatical meanings differ from each other according to their nature, they are inextricably linked in speech. One does not exist without the other: a grammatical meaning appears in addition to a lexical meaning and expresses various grammatical relations: it shows the relation of one word to another word, the relation of a word to a person, number, time and tense" [10] 54].

One of the lexical features of interrogatives in the Uzbek language is that the typical form of expressing a repeated question consists of a voice repeated alone with question intonation. The repeated sound **-a** is considered a question verbalizer, and as a full predicate in the sentence, it

lexically expresses the feeling of surprise or suspicion. In such sentences, the semantic structure of the preceding sentence may be related to predicate or non-predicate elements. We observe the process of how to express this phenomenon in English and Uzbek languages by these examples.

1. "I came to tell you that-that I can't take the money".  
"Oh, that's it, is it?" [26] 81].

*Men shuncha pulni olmayman deb aytgani keldim.*  
– **A?**, *hali shunday deng.* [33] 65].

2. "You weren't up at either Bigbitten or Grasslake by any chance? "  
– "Why, no, sir, I wasn't. [26] 142].

*Katta mungir ko'lida yoki o'tloqzorda bo'lgan emasmingiz?*  
– **A?**, *yo'q ser bo'lmaganman*[33]157].

3. "And after all, you have been around hotels for quite a few years".  
"oh, one hotel. Isaid. [11]146].

*Har holda mehmonxonalarining hadisini olgansiz-da.*  
– **A?**, *shu paytgacha bittasida yashaganman.* [32] 266].

The distinguishing feature between the interrogative paradigms –a, is that in sentences in Uzbek 1 and 2, the same component nucleus in the predicative position strongly expresses the meaning of affirmation in the interrogative form, while the interrogative paradigm -a in sentences 3 represents a negation verificative question that is semantically equivalent to **what** paradigm. That is, in the form of a question, a connotative meaning is added to the propositional meaning. On the contrary, there is no such questioning paradigm defined by one sound or one letter in English. In English, in the form of the interrogative paradigm given in example 1, **is it?**, a combination of two components expresses the content of an affirmative question, while in sentences 2 and 3, the components **why** and **oh** express a negative meaning and do not create the content of a question or re-interrogation.

One of the interrogative sentences is the question sentence that arise the need of extra information during the process of communication. One can call them clarifying questions, which are used to obtain additional information from the listener to the existing information. They are built on the improved of semantic structure of the previous sentence as well as the main reporting elements are focused. The form and content of this type of interrogations are similar in English and Uzbek languages.

4. "Why, Grass Lake. We went out for a row after we got there **in the afternoon**".  
"In the afternoon?" [26] 288].

– *Biz kunduzi qayiqda sayr etmoqchi bo'ldik.*  
– **Kunduzi-ya?** *Birdan-a?* [33] 327].

5. "When you left Lycurgus to start on the trip, how much did you have?"  
"About fifty dollars".

"About fifty"? [26] 315].

– *Likrugdan chiqib, shu sayoxatga jo'naganlaringizda qancha pulingiz bor edi?*  
– **Sal kam ellik.**  
– **Sal kam ellik?** [33] 360].

In both English and Uzbek languages in the sentence 4 verbal means appearing in the place of questions are related to modal and psychological predicates, while in sentence 5 they are used in relation to arguments. Asking as a question again can mean not only the syntactic-semantic structure of the sentence in relation to one element, but also the relation of the whole communicative sentence and its elements.

So, the repeated type of an interrogative sentence can perform two different tasks: to ask or to explain a question to a listener. That is, a full question and a repeated re-question to the element

involved in the semantic structure of the previous sentence. In Uzbek language, the addition of the letters **-a**, **-ya** to words expresses both questioning and surprise content, while in English, this content is created by raising the tone in expressive sentences.

In the Uzbek and English languages, interrogative sentences that arise in the process of exchange of ideas are similar in language expression of factual and verification, referential and anticipatory communicative forms according to a certain purpose. But interrogative expression that moves to the clarifying plan in the sentence, requiring repeated content through one letter or sound in place of the core component, is unique to the Uzbek language.

The different emotions in the sentences given above (sarcasm, stress, emphasis, protest, pity, rebuke, joy, cutting) are similar in content as interrogative sentences in both languages. However, in Uzbek, there are special types of interrogative sentences, sentences with the words "**bo'ladimi**" and "**aytmaysizmi**", so the structure of such sentences does not have an interrogative meaning in English.

6. "I shall tell you"– he said. "I surprised the people at the office" [27] 140].  
*Idoradagilarimizning hammasi yoqa ushlab qolsa bo'ladimi? – deɗu y.* [34] 124].

7. "It was cold outside, the night wind gusting"[11] 45].  
*Ko'cha sovuq, shiddatli izg'irinni aytmayizmi?*[32] 77].

This type of grammatical meaning is considered as the rhetoric question whereas in English language is only expressed in direct. Thus, grammatical meaning often reflects existing relationships in different languages. If the lexical meaning means events about a certain thing in the environment, the grammatical meaning reflects, summarizes, groups and expresses the relations between these things/events with grammatical means.

In the Uzbek language, when the suffix **-lar** is added to the interrogative pronouns of the noun character, the plural form is formed, but in some cases, if it semantically expresses respect for a person in the singular, it lexically indicates a double word. Such pronouns can be paired to express the plural form. [23] 140] For example:

*Majlisga kim-kim keldi?*

*Majlisga kim-kimlar keldi? – yoshlar, qariyalar.*

In English, such repetition of interrogative pronouns in a sentences like **who-who** is a lexical error in the sentence. In the first sentence given above, the speaker tries to clarify the identity of people unknown to him, in the second sentence to clarify the number or group of people who came to the meeting, and in the third sentence to express respect for the person.

Another differential feature of interrogative pronouns, which are the main means of the category of interrogativeness, in Uzbek and English is that almost all interrogative pronouns in Uzbek have alexical synonymic variation, while in English, interrogative pronouns express a homonymic form. As an example, we observe the lexical features of the interrogative pronoun determining the cause in both theUzbek and English languages in the factual examples.

**Table 1**  
**Lexical expression of the pronoun "What" in Uzbek and English languages**

	Uzbek	English
	<b>Nima, nimasi, qanday, qanaqa, qancha, qaysi, qachon, nega, necha, qayerda, qani, ne, na.</b>	<b>What</b>
1.	<b>Nima</b> qilardi gazetaga e'lon berib? [34[ 307].	" <b>What</b> does he want to advertise for?" [27]323].
2.	– Gazetangiz <b>nimasi?</b> – so'radim o'takam yorilib? – "Bugungi ayollar kiyimi"	"Paper?" I said. "What paper?". "Women's Wear Daily". [11].

	[32] 240].	
3.	Men <b>qanday</b> rol o'ynashim kerakligini bilmaysanmi? [34[ 143].	"Don't you know <b>what</b> part I would have to take?" [27 [ 159].
4.	Siz <b>qanaqa</b> ish qidirayapsiz? [34[ 341].	<b>What sort of</b> work do you want to do? [27 [356].
5.	Qo'lingizdagi <b>qanaqa</b> aso? [34[ 23].	<b>What</b> is the stick? [8] 13].
6.	Tuxumdan silliq uchqur otlar <b>qanaqa</b> otxonalarda saqlanarkan? [34[ 283].	<b>In what</b> stables champed these sleek, nervous horses? [27 [ 299].
7.	–Shu haftada shaxarga borib ko'ylak olmoqchiman. – <b>Qanaqasini?</b> [34 [ 270].	I think I'll go down this week and buy a dress.- " <b>what kind?</b> " [27]286].
8.	<b>Qancha pul to'lading?</b> [34 [ 233].	<b>What</b> money did you pay for? [27] 256].
9.	Bu yerga <b>qaysi</b> shamol uchirdi bilishimcha, siz bu bo'limning a'zosi emassizku? [34[161].	" <b>What</b> brings you over there? Yet you're not a member of Guaster".[ 27] 177].
10.	<b>Qachon</b> chiqishimiz kerak ekan? [34[ 280].	<b>What time</b> will we have to start? asked Carrie. [27]295].
11.	<b>Nega meni aldadingiz?</b> So'radi Kerri. [34[ 254].	<b>What</b> made you to deceive me so? asked Carrie. [27]270].
12.	Soat <b>nechada</b> kelishmoqchi ekan? [36] 277].	<b>What time</b> do they come to arrest me? [8]190].
13.	<b>Qayerda</b> turasiz? [34[ 341].	<b>What</b> is your address?( 27]355).
14.	Ovqat <b>qani?</b> [36] 60].	<b>What</b> is there to eat? [8] 38].
15.	<b>Ne</b> gap uzoq tomonda? <b>Ne</b> mo'jiza jahonda? [24]	"Are things well where you have been?" " <b>What</b> strange wonders have you seen?"

As it is seen from the examples, interrogative pronouns, which are one of the types of the pronoun word group in Uzbek, have a variety of lexical synonymic features according to their expression in the structure of the sentence, while in English they have acquired a homonymic or unique feature.

### Pragmatic analysis

Representatives of different cultures living in the world have different rules for information exchange and the use of pragmatic meanings. Sometimes they apply different means of questioning to get new information, or conversely, communication signs that are similar in form at the syntactic level but may have different pragmatic meanings.

Languages develop through humans' interactions or exchanges of ideas. During such speech acts, linguistic units may have the opportunity to express a number of content nuances such as command, request, surprise, surprise.

In our work the pragmatic functions of interrogative sentences in two languages are analyzed using J. Searle's classification of speech acts (assertive, directives, commissive, declaratives and expressive) [13] 10-13], since on the basis of this classification being applied more systematically. Given the above, we will dwell a little on the function of the speech act in the pragmatic field.

Today, the theory of speech acts is one of the discussed, interesting and important topics in the field of pragmatics. The theory of the speech act was first introduced by English philosopher J. Austin; the author focused on the formation of the theory of the speech act, the analysis of the performative verbs that form the speech act, and the classification of the types of the speech act. The scholar's scientific views on this matter were reflected in the book "How to do things with words" [4] 22-129].

Based on J. Austin's concept of a speech act, J. Searle created and developed his new concept of speech acts. He pointed out the achievements and drawbacks of J. Austin's speech act. Later, this problem was also expressed in the linguistic views of M. Bakhtin, W. Humboldt, Sh. Bally, S. Kartsevsky, L.P. Yakubinsky, K.L. Buhler, E. Benveniste, M., and others.



In Kodzukhova's interpretation, the speech act is the central concept and the purposeful implementation of the speech act using language tools in the speech process, the expression of the speech aimed at the speaker with a specific purpose [16] 23].

As we know, an illocutionary speech act is an act of a person in the process of speaking and through speech, which covers different goals, and it depends on different relations of the communicative goal formed in the process of communication. According to J. Searle, the expressive factors of illocutionary speech acts are activities related to a speaker, listener, time and space, purpose and psychological characteristics [13] 242-243].

Sh. Safarov pays special attention to the speech acts in the book of "Pragmalinguistic". The scientist evaluates the place of the speech act theory in pragmalinguistic theory, gives detailed information about the locative, illocutionary and perlocutionary types of speech acts. According to Sh. Safarov, an illocutionary act is a direct participant in the structure of communication, a part of speech activity that ensures a purposeful and meaningful movement of communication [23] 83]. The illocutionary act is an expression of the interaction of the participants of the dialogue.

In the process of communication, the expression of speech structures is carried out in most cases through questioning structures. In these cases, the question shows the task of encouraging the listener to act, deviating from its original function, that is, the function of the need to obtain information. Because of this, speech acts have the nature of indirect and direct occurrence by people.

According to views of linguists D. Vandervekn and J. Searle, directive speech act reveals the act of encourage to a listener to take an action on several purpose: please, question, urge, warn, demand, prohibit, allow, offer, advise, recommend, beg, plead, pray, guide and etc.

It was found out that interrogative constructions in English and Uzbek languages perform the following directive speech acts in the language of certain situational and literary language: asking for guidance, demanding, advice, offering, requesting, insisting. For example:

**Asking for guidance:** *"How do people get on the stage, George?" – she finally asked, innocently [27] 330].*

*Odamlar qanday qilib ishga kirisharkan Jorj? [34] 336].*

**Demanding:** *"Why don't you get out and look for work?" [27]345].*

*Undan ko'ra ish qidirib kelsang bo'lardi? [34]330].*

**Advice:** *"What would I do if they sent me away?" [8] 75]. Agar meni bu yerdan boshqa joyga o'tkazishsa nima qilaman? [36] 111 ].*

**Offering:** *"What can I do for you, miss?" – He inquired, surveying her curiously. [27] 37].*

*Bizga qanday xizmatlar bor, mis? – So'radi, qiziqsinib tikilayotganini sira yashirmay.[ 34] 21].*

**Requesting:** *"Couldn't you pay two dollars?" [27] 70].*

*Ikki dollardan to'lab tura olmaysizmi?deb so'radi Minni. [34] 53].*

**Insisting:** *"What made you to deceive me so?" asked Carrie.[27] 270].*

*Nega meni aldadingiz? – so'radi Kerri.[34] 254].*

The form and manner of expression of the pragmatic content of the interrogative forms as a directive speech act (in particular, acts of asking for guidance, demanding, advice, offering, requesting, insisting) in the languages under comparison, their implicit expression as a syntactic unit was identified as a similar feature in Uzbek and in English.

According to the results of the analysis, it was found out that, unlike the English language, interrogative constructions in the Uzbek language, in addition to the above-mentioned speech acts, perform the following directive acts: questioning-investigating and advising.

In both languages, the form of interrogative as a verbal mean was defined as performative speech acts in the content of expressive speech acts such as dreaming, rebuke, getting angry, grieving, protesting in a certain communication environment. For example:

**Dreaming:** *If she could only get enough money to let her own easy?*[27] 79]  
*Bu og'ir ahvoldan qutulish uchun picha pul ishlab topsa, qani edi?*[34] 63].

**Rebuking:** *"What did you do that for, Carrie?"—Minnie asked, when she saw it.* [27] 68].  
*Nega bunday qilding? Dedi onasi uni zont olganidan kapalagi uchib*[34]52].

**Getting angry:** *"It's a lie," he said.*

*"Lie, eh!" she said, fiercely, but with returning reserve* [27]214].

- *Bularning bari yolg'on.*

*Yolg'onmi hali? Mis Gurstvud uning gapini baqirib takrorlasa ham o'zini darhol tutib oldi.* [34]197].

**Grieving:** *"What's the use worrying?"*[ 27] 32].

*Eh, nega muncha kuyib pishasan-a, axir hali yerparchin bo'lganimizca yo'q-ku?* [34] 305].

**Protesting:** *"What's the use wearing good ones around here?" he asked.*[ 27] 343].

*Uyda yangi kiyimda yurishning nima hojati bor-a? Gerstvud savol berdi* [34] 328].

One of the distinctive feature in the meaning of interrogations is that while it was found out reprimanding and regretting speech acts are as an expressive speech acts only in Uzbek language materials it was verified that there is the reference speech act functions expressive speech act in English language.

According to the style and form of expression, in the analyzed examples, it was studied as a similar feature that most expressive speech is explicitly expressed as a syntactic unit in the compared English and Uzbek languages.

In the given examples, the expressive speech acts of protest and grief are explicitly similar in their expression, but in the Uzbek language, external means such as the addition of **-a**, **-ku** to words contribute to the stronger expression of illocutionary acts in these expressive speech acts.

It was found out that interrogative means in the studied languages perform commissive speech acts such as agreement, threat, and promise in a certain communication environment and literary language. For example:

**Agreement:** *"Well, then, let's go, will you?"* [27] 202].

*Unday bo'lsa ketaylik, ma'qulmi?* [34]18].

(Everywhere it should be like this, since you are a specialist of English)

**Threatening:** *"Who were you with at the theatre last night?" The words were hot as they came* [27] 213].

*Kechagi spektaklga kim bilan boruvding? Uning so'zlari bamisoli qaynoq lavaday reining boshiga quyildi.* [34]197].

**Promising:** *"Don't say anything, will you?" He asked, giving the girl's arm gentle squeeze* [27] 199].

*Buni valdirab yurmaysiz! Xo'pmi? – U oqsoch qizdan do'stona so'radi* [34]182].

In the above examples, the speech act in the meaning of agreement and promise is explicitly expressed in the Uzbek language by the components such as **-ma'qulmi**, **-khopmi**, while the expressive speech act of agreement and promise is implicitly expressed using the syntactic unit **-will**

you, which is characteristic of the English language. The fact that this context has the content of an assumed performative speech act, besides the protest speech act is typical for both languages.

**Supposition:** “*You are not familiar with this part of the country, are you?*” [27] 21].

– *Siz bu yerlar bilan tanish emassiz shekilli?* [34] 5].

“*Not alone, are you? Asked Hanson.?*” [27] 68].

– *Yolg'iz bo'lmassiz, albatta? – so'radi Timpson.* [34]52].

“*I suppose your people will be here to meet you?*” He said. [27] 27].

– *Hoy-nohoy sizni qarindoshlaringiz kutib olishsa kerak?* [34] 11].

“*He was no thief, many thoughts formulated themselves*” [27] 276].

– *Nahotki u o'ri bo'lsa? (Теодор Драйзер. “Бахтиқаро Кеппу” [34] 260).*

In the given examples, the sentence given by the Uzbek speaker is definitely expressing the prediction through the components of **shekilli, albatta, kerak**. The intention of the speaker is to encourage the listener to give the information about whether or not he has accurate information about the location of the listener in the first sentence, to know the information that someone will be next to the listener in the second sentence, and to tell the information about who will be greeted by the listener in the third sentence. In the first and second examples given in English, **are you**. If the combination expresses confirmation, the speaker encourages the listener to confirm the given message; the third example has the characteristic of expressing an image.

As we can see, in the Uzbek language the interrogative sentences, like, **kerak, balki, ehtimol, nahotki** express the speech act of suspicion, guess, prediction, while in English, such interrogative sentences are often expressed in the content of the speech act of confirmation, indication. (And in your case, the English language is the original and Uzbek is the translation, that's why first you should show the English version and then the Uzbek.) Collected factual materials showed that in the Uzbek language, in the interrogative sentences, suspicion, guess, prediction are more common than in the English language.

Unlike the Uzbek language, it was found out that interrogative sentences in English perform the function of a constative speech act in addition to the above-mentioned expressive speech acts, while it was found out that expressive acts such as excitement-interrogation consisting of one sound component were found only in the Uzbek language materials.

## CONCLUSION

One of the specific categories of language aspects is the category of interrogativeness, which is widely studied in linguistics at the morphological, semantic and functional levels, and attention is paid to identifying the means of interrogatives related to various situations and the reflection of feelings in the language in a pragmatic direction.

Among the types of pronouns, interrogative pronouns are different according to their grammatical characteristics. One of the differences between the expression of interrogative pronouns in English and Uzbek is that in Uzbek interrogative pronouns are classified by category of case suffixes, while in English there is no such feature. Morphologically, in English language prepositions are often used instead of suffixes added to interrogative pronouns in Uzbek.

Lexically, interrogative pronouns have a wide variety in the Uzbek language. For example, the interrogative pronoun denoting the reason has six variants in the Uzbek language: **nima uchun, nega, ne sababdan, nimaga, namuncha, nechuk**. In English, this interrogative pronoun is **why** is expressed through the component. In English, interrogative pronouns are unique words and do not acquire the feature of variation.

It is known from the research that the manner of expression of the interrogative verbal means that make up the interrogative is not the same for unrelated languages. So, morphologically, interrogative

verbalizes in English language differ from interrogative verbalizes in Uzbek language due to the fact that they are expressed by category of possessives too.

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