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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**PRAGMALINGUISTIC AND TRANSLATION ASPECTS OF  
PUNCTUATION IN ENGLISH AND UZBEK LANGUAGES****Khayriniso Bakhtiyarovna G'aniyeva***Head of Department**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: [khayrinisoganiyeva@gmail.com](mailto:khayrinisoganiyeva@gmail.com)***ABOUT ARTICLE**

**Key words:** punctuation, pragmalinguistic aspects, translation aspects, Logical-grammatical principle of punctuation, content of speech, the tone of speech.

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**Abstract:** The current article is devoted to the particular theoretical views of pragmalinguistic and of punctuation in english and uzbek languages. It should be noted that the punctuation system is based on two levels of grammar in written speech, including lexical grammar, which regulates the interrelationships of words, phrases, sentences by means of punctuation marks, and text grammar, which includes the rules for translation aspects using all punctuation marks in the text. However, punctuation marks serve different purposes in many places, for example, to indicate further details with a full stop, to provide additional information with a double dash, or to express a general conclusion in a text with parentheses, all require certain rules to be obeyed. These particular peculiarities and some special characteristics of pragma linguistic and translation aspects of punctuation in this article as well.

**INTRODUCTION**

The method and order of punctuation is determined based on punctuation principles. We see that the use of punctuation in modern English and Uzbek languages is based on the following principles:

1) The logical-grammatical principle is related to the semantic-grammatical aspects of speech, which:

- speech content;
- content of speech;

- includes and is based on the tone of speech. The analysis of punctuation standards based on the logical-grammatical principle is presented in Chapter II, and we can see these three aspects characteristic of each speech (sentence), that is, the dialectical unity of speech content, composition and tone, in the following example:

*The weight of his pack kept him bent, but he did not fall and he did not ease his pace.* - This sentence is composed of following clauses expressing complex actions in terms of content. The following clauses are marked by conjunctions *but*, *and*, the sentence with the negative conjunction is separated from the main clause by a comma, *and* the equal conjunction is not indicated by a sign in accordance with the rules of punctuation. A pause is used after a preposition separated by a comma *and* after a conjunction.

Let's pay attention to the analysis of the following sentence in Uzbek:

*Хўп, соат олтига етиб бораман.* (А. Қаҳҳор)-The meaningful side in this sentence: conveying the meaning of the message, emphasizing the event; structural side: in the form of a simple sentence, consisting of five words, it contains a word that indicates confirmation ("okay"), which does not syntactically interact with the parts of the sentence; in terms of tone: falling intonation - the tone of the tree, it is spoken with point intonation, the word "ok" is pronounced with a short pause. The comma and period in this sentence are used based on these three features.

Some researchers consider it appropriate to study only the punctuation marks used in the text at the beginning of the letter.

It should be noted that the punctuation system is based on two levels of grammar in written speech, including lexical grammar, which regulates the interrelationships of words, phrases, sentences by means of punctuation marks, and text grammar, which includes the rules for using all punctuation marks in the text. However, punctuation marks serve different purposes in many places, for example, to indicate further details with a full stop, to provide additional information with a double dash, or to express a general conclusion in a text with parentheses, all require certain rules to be obeyed. In the following sentence, the presence of punctuation marks in this case is against the rules, but it is in accordance with the meaning of the writer:

*She walked out – who could blame her – (it was during the chainsaw scene, as I recall) and went directly home.*

— Икки қўлингни оғзинга тикма, Бекбўта, ҳаммаси бирдек зарур эмиш-а (Ш. Рашидов, Бўрондан кучли, 1961, 129-бет).

If the functions of the punctuation marks used in the text are combined, problems arise in understanding the meaning of the sentence. The following example can serve as proof of our opinion:

*The press secretary gave them the rules: they were not allowed to speak to the committee directly; all other members were forbidden to discuss what the committee had decided<sup>1</sup>.*

*Саида яна жойига ўтирди. — Аҳмоқлик... — деди Зулфиқоров ва бошини яна ҳам қуйнроқ солди (А. Қаҳҳор, Синчалак, 1959, 65-бет).*

In addition to the functions of codified punctuation marks, there are also functions that each writer expresses in his works in his own way, for example, the English writer Hemingway tried to avoid the use of semicolons, as we can see in the following text taken from his story "In Our Time" (1925):

*We were in a garden in Mons. Young Buckley came in with his patrol from across the river. The first German I saw climbed up over the garden wall. We waited till he got one leg over and then potted him. He had so much equipment on and looked awfully surprised and fell down into the garden. Then three more came over further down the wall. We shot them. They all came just like that<sup>2</sup>.*

### **MATERIALS AND METHODS**

Observing Hemingway's unique style, Thomas Stryczakz says, "we draw conclusions so quickly from the described realities that we forget to clarify that either the author used inhuman language or that it was used as a weapon against inhumanity." When the above text was analyzed, it was found that after each point, sentences with new content that are not compatible with the previous one were arranged, for example, from "Young Buckley" to the sharp "The First German" or "We waited" ended with new sentences with long content. This situation seems to have resulted in a disconnection of meaning between sentences, as if focusing more on periods to the exclusion of any other punctuation.

However, according to J. Nesfield, the compatibility of punctuation and pause in English is also taken into account. According to M. Spencer's treatise, there are two different ways of using punctuation marks, one is free and the other is fixed. Hemingway also used a free method of punctuation.

It is also worth saying that N.D. Golev stated that "the need to study the communicative significance of punctuation marks in terms of the impact of punctuation marks on the perception of the text leads the researcher to syntactic ambiguity, in particular, the homographism of punctuation marks." As long as this is the case, it is possible to clarify that homonymous meanings expressed by the writer in the text are separated by means of punctuation marks.

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<sup>1</sup>В данном примере «поясняющая» часть предложения после двоеточия может охватывать одно или два последующих предложения в составе сложного (в зависимости от его понимания читающим).

<sup>2</sup> Hemingway, Ernest. In Our Time (1925). New York: Scribner's, 1996.

Some linguists, including [Spencer, 1912], [Nunberg, 1990], [Meyer, 1987], [Akman, Say, Bayraktar, 1998], [Jones, 1996], [Reed, Long, 1997] and Orekhova, 2000], [Datsko, 2006], [Arapieva, 1985], [Akmatova, 1990] and found its basis in the researches.

Also, the study of punctuation within the framework of the norm requires the study of the culture of speech in a wide range, rather than the question of language expression.

A number of foreign linguists emphasized the need to refer to imperfect speech in the process of clarifying speech-creating tools. In this sense, in foreign psycholinguistics, special attention is paid to the study of speech errors, that is, the expression of hesitation (hesitation), specific methods of correcting speech errors.

Although many studies are devoted to the study of oral speech, the issue of its expression in writing is neglected. Although speech is oral, its analysis is carried out through written text. In the analysis of the use of punctuation marks in the actual process of written communication, taking into account the human factor, that is, the communicative interaction between the writer and the reader, makes it possible to determine the expression of punctuation marks.

Communicative-pragmatic approach to the study of punctuation indicates the importance of its functional description. B.S. According to Schwarzkopf, "there are two opposing approaches to the functional-systemic description of punctuation,

1. Recognized punctuation marks from the point of view of conveying information, which is one of the main tasks of communicative communication;

2. The point of view of the reader's perception of punctuation marks in the text.

In contrast to expressing an idea in writing, the correct use of punctuation marks to express the communicative purpose and, on the other hand, the writer and the reader to use the same underlying meaning, helps to adequately understand the content of the written text. It shows the social nature of the punctuation marks, which are coordinated in terms of their stability and regularity to the signs with a common task and meaning in the expression of the written text.

According to E.S. Petrova, "it is not important that exclamatory sentences express a special color, because they express information that is not important. Therefore, such statements should be considered a separate communicative type. Also, it is necessary to take into account that although there is an exclamatory sentence in written speech, there may be cases where the exclamation mark is not placed.

## **RESULT AND DISCUSSION**

In the successful completion of the communicative activity, it is important not that the writer uses punctuation marks correctly, but that he was able to achieve a goal aimed at expressing a certain meaning. The unity of the writer and the reader in the mutual understanding of the text is of primary importance. It should also be taken into account that situational communication provides special

informational content and expressiveness of speech. Also, the norms of the situation are determined by the nature of the information in the text, and punctuation marks expressed in accordance with the norm perform logical-semantic, emphatic, expressive-emotional and signaling tasks. It is a mistake to classify signs subject to the norm of the situation as created by the author, because they functionally reflect the general stylistic features of different texts. Such symbols are among the common symbols that are codified and regulated only by the semantics and structure of the created text.

It is known that world and English linguists recognize the existence of four types of sentences, including affirmative, interrogative, command and exclamation types. According to grammarians, "pronouns serve only as an evaluation factor expressing a certain level of a situation or communication, therefore, the meaning determined by the author can be determined only by means of tone". The following exclamatory sentence has a positive and negative meaning:

*"What a book!"*

In the Uzbek language, as in the English language, it is possible to observe that exclamatory sentences express two different meanings, for example:

*"Бунча ақллисан!"* - In this sentence, the positive meaning means surprise, and the negative is expressed in a sarcastic tone. Also, such words are said with a strong rising, wavy tone, implying emotionality.

Also, exclamation or interrogative sentences repeat part of the previously expressed thought with the help of an exclamation tone, and in many cases reflect the meaning of surprise. We quote the following statements as proof of our opinion:

*"A: I'm going to London for a holiday.*

*B: To LONDON! That's not my idea of a rest."*<sup>3</sup>;

*"Oh! How I wish – But what is the use of WISHing? (Fowler);*

*'I KNOW YOU WILL LAUGH at me,' he replied, 'but I really can't exhibit it. I have put too much of myself into it.'*

*Lord Henry stretched his long legs out on the divan and shook with laughter.*

*'Yes, I KNEW YOU WOULD LAUGH; but it is quite true, all the same.'*<sup>4</sup>

*"Never mind," said he, chuckling to himself "The question now is about haemoglobin. NO DOUBT you see the significance of this discovery of mine?"*

*"It is interesting, chemically, NO DOUBT," I answered, "but practically"*<sup>5</sup>

*"Yes, but it may be pushed to excess. When it comes to BEATING THE SUBJECTS in the dissecting-rooms with a stick, it is certainly taking rather a bizarre shape."*

<sup>3</sup>Quirk, Greenbaum, Leech, Svartvik 1972: 356

<sup>4</sup> Oscar Wilde "The Portrait of Dorian Gray"

<sup>5</sup> Arthur Conan Doyle "A Study in Scarlet"

*“BEATING THE SUBJECTS!”*

Pronouns *like/how, such/such* are used in order to give an emotional color to the meaning. In addition, such emotional expression methods can also be combined. It should be added that special types of exclamatory sentences consist of parts of greeting, wish, farewell, but they are expressed by raising the voice.

It is known that in addition to the exclamation mark, dashes, colons, and similar punctuation marks are used to increase the emotional-expressiveness of the speech of the character of the literary work and to have a special effect on the reader. For example, let's focus on the following excerpt from Arthur Conan Doyle's story "White with Red" and the information reflected in its Uzbek translation:

*“It is interesting, chemically, no doubt,” I answered, “but practically”*<sup>6</sup>

Translation text in Uzbek language:

*“– Кимёвий реакция сифатида, сўзсиз қизиқ, – жавоб бердим мен, – аммо амалий томондан...”*<sup>7</sup>

In the English text, the character's speech ends with the sentences *"but practically"* and no punctuation is used at the end of the sentence. In the translated text in Uzbek, we can see that *"- but from the practical side..."* a dash and a full stop are used at the end of the sentence.

Therefore, since the sentence in the English text is not finished, many points are expressed in the Uzbek translation. We will also analyze the use of punctuation marks in the following text from Jack London's "Martin Eden" and its Uzbek translation:

*“It was just an accident,” he said, putting his hand to his cheek. “One night, in a calm, with a heavy sea running, the main – boom-lift carried away, an' next the tackle. The lift was wire, an' it was threshin' around like a snake. The whole watch was tryin' to grab it, an' I rushed in an' got swatted.”* (Martin Eden – Jack London)

*“Oh,” she said, this time with an accent of comprehension, though secretly his speech had been so much Greek to her and she was wondering what a lift was and what swatted meant”* (Ruth – Jack London)<sup>8</sup>.

Translation text in Uzbek language:

*“– Шунақа бир воқеа бўлган эди, – деди у қўли билан ёногини силаркан. – Бир кун кечаси кучли тўлқин пайтида **грот** ҳамма **лаш-лушлари** билан дабдала бўлиб кетди. Гросс симдан эди, у илондай тўлганиб дуч келганини қамчилай бошлади. Вахтадагиларнинг ҳаммаси уни ушлашга отилди. Мен ҳам унга ташланиб, тутиб боғладим, ўшанда юзимга **шарақлаб келиб теккан эди**”* (Мартин Иден – Жек Лондон).

<sup>6</sup>Arthur Conan Doyle. A Study in Scarlet [<https://www.weblitera.com/>].

<sup>7</sup> Артур Конан Дойл. Оққа қизил билан: қисса/А.К.Дойл; тарж. Ориф Фармон. – Т.: Davr Press, 2009. – Б.8.

<sup>8</sup> Jack London. Martin Eden. [<http://www.gutenberg.org/ebooks/>].

“– Ў! – деди қиз яна, бу сафар бирмунча ҳамдардлик билан, лекин барибир у “грот”, “трос” сўзларининг маъносига асло тушунмас эди” (Руфь – Жек Лондон)<sup>9</sup>.

The words and phrases defined in this text indicate that Martin can only communicate with people within his circle as he wishes and that his speech is limited due to his profession means. In the translated text in Uzbek, the translator simply did not understand the meaning of the words "grot", "tros" at all - he expressed the words in sentences and emphasized the incomprehensible words with quotation marks instead of hyphens, and achieved the adequacy of the punctuation marks used in the translation.

## CONCLUSION

As a result of the research conducted on the comparative analysis of the pragmalinguistic features of punctuation marks, the following conclusions were reached. From all the definitions given above, key aspects of what punctuation marks can be deduced. It is clear from the analysis of the sentences presented above that in addition to the grammatical function of punctuation in the English and Uzbek languages, they also express a pragmatic meaning, and they have a) logical-spiritual b) emotional-separative c) expressive-emotional and g) symbolic features. It is worth noting that despite the fact that the places of use in English and Uzbek languages are different, it has been proven that the expressions of meaning are the same.

It is known that in the theory and practice of translation, one of the main goals is to correctly perceive the content of lexical units, phrases, sentences and texts, and to represent them in the translated language. However, research conducted in recent years shows that not only the stylistic coloring of lexemes, but also the role of punctuation marks, which are directly related to the content, are incomparable in expressing the content of the text. When it comes to translation, it should be noted that any words and symbols used in the text should not be overlooked by the translator.

1. The method and order in which punctuation marks are used is determined on the basis of the principles of punctuation, the structure of the text is logically formed in accordance with grammatical norms, the punctuation system is two levels of grammar in written speech, including lexical grammar, which regulates the interrelationships of words, phrases, sentences by means of punctuation marks, and all punctuation marks in the text is based on a textual grammar containing rules of application. Although punctuation marks serve different purposes in many places, for example, to indicate further details using a colon, to provide additional information using a double dash, or to express a general conclusion in a text through parentheses, certain rules must be followed.

2. If the functions of the punctuation marks used in the text are expressed together, it causes problems in understanding the content of the sentence. The general norms and rules for the use of

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<sup>9</sup> Жек Лондон. Мартин Иден. Таржимон: Қодир Мирмухамедов. – Т.: Янги аср авлоди, 2015. – Б.13.

punctuation marks depending on the speech forms and functional styles of the literary language are determined based on the stylistic principle, and the texts are divided based on their meaning and content. Therefore, each punctuation mark used in the text, in addition to its codified standard, has aspects that affect the content of the text and, if necessary, radically change it. The correct understanding and perception of the content of the text expressed by the writer depends only on the knowledge and worldview of the reader.

3. The semantics of punctuation marks is considered the main factor of the punctuation system, and their juxtaposition or interchange requires the observance of the principles that determine the use of a particular mark. At the same time, the author must take into account the variability of the specific use of punctuation marks. is important in their use.

4. Depending on the size and content, the texts consist of parts divided by the beginning of the line. Splitting into lines is dividing a topic into parts based on its content, and writing each part from the beginning of the letter. Dividing the text into parts by dividing it into lines makes it easier to read.

5. Taking into account the human factor, i.e., the communicative interaction between the writer and the reader, in the analysis of the use of punctuation marks in the actual process of written communication, makes it possible to determine the expression of punctuation marks. It is worth noting that pragmalinguistic features are expressed in sentences with relative exclamation marks, and in the text, positive meaning means surprise, and negative means sarcastic tone.

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