

ANTROPOLINGUISTIC VIEWS OF PROFESSOR NIZOMIDDIN MAHMUDOV

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Abstract

In the second half of the 20th century, the dominant anthropocentric research paradigm in linguistics began to appear. Contrasting active grammar with passive grammar, he showed that it is possible to go not only from the form of a language unit to its meaning, but also from meaning to form, choosing the most suitable one from among a large number of similar forms. According to the scientist, anthropolinguistics allows to express human psychology in the language society as fully and openly as possible. In addition, a person, as a rule, does not use a ready-made product, but chooses and often creates a form of expression of his thoughts. In the article, the linguistic person is considered from the point of view of linguistic culturology. The main classifications of the language personality, its structure, closely related levels are analyzed.

Key words

Antropolinguistics, anthropocentric, linguoculturology, speech, representative of culture, structure of linguistic personality, linguistic personality;

АНТРОПОЛИНГВИСТИЧЕСКИЕ ВЗГЛЯДЫ ПРОФЕССОРА НИЗОМИДДИНА МАХМУДОВА

Аннотация

Во второй половине XX века в лингвистике стала формироваться доминирующая антропоцентрическая исследовательская парадигма. Противопоставляя активную грамматику пассивной грамматике, он показал, что можно идти не только от формы языковой единицы к ее значению, но и от значения к форме, выбирая наиболее подходящую из большого числа сходных форм. По мнению ученого, антрополоингвистика позволяет максимально полно и открыто выразить психологию человека в языковом обществе. Кроме того, человек, как правило, не пользуется готовым продуктом, а выбирает и зачастую создает форму выражения своих мыслей. В статье языковая личность рассматривается с точки

зрения лингвокультурологии. Анализируются основные классификации языковой личности, ее структура, близкородственные уровни.

Ключевые слова

антропологистика, антропоцентризм, лингвокультурология, речь, представитель культуры, структура языковой личности, языковая личность;

**PROFESSOR NIZOMIDDIN MAHMUDOVNING
ANTROPOLINGVISTIK QARASHLARI**

Annotatsiya

XX asrning ikkinchi yarmida tilshunoslikda hukmron bo'lgan antropotsentrik tadqiqot paradigmasi namoyon bo'la boshladi. U faol grammatika bilan passiv grammatikani qarama-qarshi qo'yib, faqat til birligining shaklidan uning ma'nosiga qarab emas, balki ko'p sonli o'xshash shakllar orasidan eng mos keladiganini tanlagan holda ma'nodan shaklga ham borish mumkinligini ko'rsatdi. Olim fikriga ko'ra, antropolingvistika til jamiyatida inson psixologiyasini imkon qadar to'liq va ochiq ifoda etishga imkon beradi. Bundan tashqari, odam, qoida tariqasida, tayyor mahsulotdan foydalanmaydi, balki o'z fikrlarini ifodalash shaklini tanlaydi va ko'pincha yaratadi. Maqolada lingvistik shaxs lingvistik kulturologiya nuqtai nazaridan ko'rib chiqiladi. Til shaxsining asosiy tasniplari, uning tuzilishi, bir-biri bilan chambarchas bog'liq darajalari tahlil qilinadi.

Kalit so'zlar

Antropolingvistika, antropotsentrik, lingvokulturologiya, nutq, madaniyat vakili, lingvistik shaxs tuzilishi, lisoniy shaxs;

The emergence of anthropolinguistics was announced in the "Bialystok Manifesto" signed by prominent terminologists from Great Britain, Germany, Poland, Russia and Ukraine at a conference in Bialystok in 2004, the results of which are contained in the first volume of Bialystok. reflected. Another important aspect of the developing theory of anthropology is related to the objectivity of the similarity between phylogeny (historical development of the species) and ontogenesis (individual development of the organism) in human evolution, known as E. Haeckel's biogenetic law "Kulagina". [1, 24]. The information available in psychology about the mental development of children, reflected in the growth of vocabulary, allows us to conclude that the initial stages of the development of the lexical picture of the world are similar in children and in all mankind.

The main features of the initial stage of thinking are simple thinking in humanity (as they are reflected in the oldest layers of the dictionary) and the same in children - the ambiguity and syncretism of the meaning of words, the absence of strict scientific classifications; clarification and redistribution of meanings in the process of learning new vocabulary.

N. Mahmudov was seriously engaged in anthropolinguistics and studied language through the prism of human perception. In his writings, he repeatedly emphasized the crucial importance of a person's ability and ability to hear and understand the speech around him. N. Mahmudov developed the criteria for distinguishing phonemes as phonetic units, because they are involved in distinguishing the sound shell of words. Phonemes are the sound units that distinguish word forms. A native speaker must be able to distinguish phonemes in the linguistic mind as different sounds. N. Mahmudov took into account that a person repeats speech sounds when communicating, so he also wrote about the social significance of phonemes that are manifested at the functional level. The fact is that the sound of speech is aimed at a specific action in society, so it has a corresponding warning function. Such an approach to the study of phonemes, N. Mahmudov, in the article "In search of ways of perfect study of the language", fully substantiates the speech behavior of Russian native speakers. [2, 22] In it, the scientist discussed the concept of speech activity, language system and language material in a different way than before F. de Saussure.

Mahmudov characterizes the activity of speech, and F. de Saussure emphasized that speech is a property of a person. N. Mahmudov not only refers to the psychophysiological speech organization of a person, but also presented speech activity as a certain natural social product in the language system, because people see in it a social value that unites people into a social group. N. Mahmudov said that all dimensions of the language system presented in the dictionary and grammar are only concepts arising from the processes of speaking and understanding. The professor called language material a set of things that were said and understood in a certain situation and period of the life of a social group, consolidated in various texts.[3, 154]

N. Mahmudov did not agree with F. de Saussure's opinion that language and speech are different concepts, he emphasized that such a conclusion is based on artificial separation of these concepts, they are, in fact, a unity expressed in speech activity. N. Mahmudov emphasized that language system and language material are different aspects of speech activity. According to him, linguistic material separated from understanding is dead material, and it is impossible in principle to

understand linguistic material outside the language system. He considered the system not only the language itself, but also speech activity. On this basis, the scientist introduced the term "individual speech system", which implies the manifestation of individuality in the linguistic material of the system. According to N. Mahmudov, a linguist can, for example, analyze the writer's works and study his speech activity, which ultimately allows modeling the writer's language system.

According to N. Mahmudov, speech activity is formed on the condition that the speaker knows the language system, because he has the ability to create and understand a text in accordance with the current rules. The content of these processes is a decisive factor, because according to the scientist, in the creation of texts, not only the rules of syntax are used, but also, first of all, the rules of creating and expressing meanings, as a result of which new meanings appear.

According to the scientist, linguistic experiment occupies an important place in linguistics. The scientist said that extracting the language system from texts is not the only possible method of analysis for a linguist, the latter must be supported by the results of experimental work. For this, a large number of different accounts of the selected language material should be considered in exts., which allows relying on independent observation and research. N. Mahmudov writes that it is important to practically check the assumption about the meaning, form of a certain word or the rule of formation of words and forms, because during such an experiment it can be determined that it is impossible to build a series. Expressions that can be expanded by applying the developed rule. According to the scientist, the negative result of the experimental work is no less than the positive result for studying the individual and general speech system. People often do not notice speech errors, because they are socially based (the language system provides possible errors that are not important for adequate reception of information through the ear).

According to the scientist, the correctness or incorrectness of the norm depends on the evaluative feeling, the feeling of the language appears and develops in parallel with its assimilation. He pointed to the existence of a certain "ideal standard" in the human mind. Speech activity may not be expressed or partially absent depending on the situation, so people often fill in information from the outside when something is missing in the perceived material.

N. Mahmudov's anthropological views are also reflected in his works on the distinction between active and passive grammars. Contrasting active grammar with passive grammar, he showed that it is possible to go not only from the form of a language unit to its meaning, but also from meaning to form, choosing the most

suitable one from among a large number of similar forms. N. Mahmudov introduced anthropolinguistic ideas in his methodological works. There he writes about the need to prioritize the development of mental abilities of students in the academic pedagogical process, because they need to learn to think. As a result of the generalization of the laws revealed in the language, it is important to follow the rules from live examples and not from rule to example.

This method of teaching allows to develop the ability of self-observation. The scientist believed that the task of the teacher is to teach children not to memorize, but to consciously perceive language phenomena. He considered the latter to be ineffective and reduce student motivation. Teachers should make students want to observe language phenomena on concrete material and learn to analyze them. This increases interest in the studied language, attracts schoolchildren and students to the learning process.

Scientific research in modern linguistics and linguodidactics is based on the triad of "man - mind - language", because the person appears as a creator, carrier and user of language at the same time. These three cannot be separated from one another. In this regard, the science formed the idea of the linguistic personality as the center of intersection and combination of linguocognitive, psycholinguistic and sociolinguistic categories. E. G. Belyevskaya and T. N. Malyar consider the theory of intercultural communication to be the leading methodological principle of teaching and learning foreign languages, which allows to understand the mechanisms of formation of the linguistic consciousness of a person who acquires his own language in the process of learning. In essence, this corresponds to the rules of cognitive linguistics that provide methodological principles for working with specific linguistic material. [4; 34]

N. Mahmudov noted that knowing a foreign language often allows you to understand your mother tongue better and to develop dialectical thinking. Language and thought are one, which prevents them from being separated from the ways of expressing thought, so if a person speaks only one language, he is under the illusion that equivalent concepts in different languages are always and everywhere valid. Comparative linguistics frees a person from this illusion and develops his mind. Knowing several languages allows you to learn to separate the thought from the sign that expresses it and to better recognize the shades of different thoughts, taking into account the reality of native speakers. The freedom of the thought from the words of the language allows it to acquire a truly dialectical scientific tone. A person who speaks several languages can express his thoughts in his native language in different categories and concepts with different means of

expression. As a result, a person completely stops identifying ways to express his thoughts with content.

In conclusion, the main concepts of N. Mahmudov relied on the anthropological theory, which allows him to solve the most important. The contribution of the scientist to the development of general linguistics, psycholinguistics, lexicography, grammar and phonology is huge. He managed to formulate and develop advanced linguistic theories at all levels of language. It should be noted that the scientist's scientific and pedagogical activities enriched each other, so he himself developed he had the opportunity to put the concepts into practice, in other words, to test the viability and effectiveness of teaching native and foreign languages to people in real conditions. N. Mahmudov is a talented organizer, so he implements many new educational and educational projects. The scientist is not only a teacher, but also unites thinking people around his ideas: famous scientists and ordinary university students.

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