



## PARADIGMATIC AND SYNTAGMATIC FEATURES OF ENGLISH AND UZBEK RIDDLES

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**Tayanch soʻzlar:** topishmoq, boshqotirma, struktur-semantik, sintaktik, sintensema, qoʻshma, polipredikativ, monopredikativ, sintagma, paradigma, kognitiv semantika, adreslovchi, adresat, valentlik, aktant, komponent, denotatsiya, referent, differentsial.

**Ключевые слова:** загадка, головоломка, структурно-семантический, синтаксический, синтenseма, комбинированный, полипредикативный, монопредикативный, синтагма, парадигма, когнитивная семантика, адресант, адресат, валентность, актант, компонент, денотат, референт, дифференциал.

**Keywords:** riddle, puzzle, structural-semantic, syntactic, syntensem, combined, polypredicative, monopredicative, syntagma, paradigm, cognitive semantics, addresser, addressee, valence, actant, component, denotation, referent, differential.

### **Резюме:**

Ushbu maqola ingliz va oʻzbek tillaridagi topishmoqlarning strukturaviy-semantik, sintaktik xususiyatlari va kognitiv-semantik strategiyalariga, shuningdek, jumalarning tarkibiy-semantik munosabatlariga koʻra topishmoq turlarining formal va substantiv paradigmalarini aniqlashga bagʻishlangan. Bu rejada turli tillarning oʻxshash va farqli tomonlarini ochib berish xalq topishmoqlari misollari boʻlimida yoritiladi. Topishmoq leksemasining maʼnosi, lugʻatlarda ifodalanishi ham maqolada koʻrsatilgan. Qolaversa, topishmoqlar nutqining maʼnosini ochish, mantiqiy va intuitiv izchillikni taʼminlash, topishmoqlarda kognitiv semantikaning ustuvorligini koʻrish misollar boʻlimida alohida taʼkidlanadi.

### **Резюме:**

Данная статья посвящена структурно-семантическим, синтаксическим особенностям и когнитивно-семантическим стратегиям английских и узбекских загадок, а также определению формальных и содержательных парадигм типов загадок по структурно-семантическим отношениям предложений. В этом плане выявление сходств и различий между разными языками будет рассмотрено в разделе примеров народных загадок. Значение лексемы «загадка» и ее выражение в словарях также показаны в статье. Кроме того, раскрытие смысла дискурса загадок, обеспечение логической и интуитивной последовательности и видение приоритета когнитивной семантики в загадках будут освещены в разделе примеров.

### **Summary:**

This article is devoted to the structural-semantic, syntactic features and cognitive-semantic strategies of English and Uzbek riddles, as well as determining the formal and substantive paradigms of the types of riddles according to the structural-semantic relations of the sentences. In



this plan, revealing the similarities and differences between the different languages will be covered in the section on examples of folk riddles. The meaning of the lexeme "riddle" and its expression in dictionaries are also shown in the article. Furthermore, revealing the meaning of the discourse of riddles, ensuring logical and intuitive consistency, and seeing the priority of cognitive semantics in riddles will be highlighted in the section on examples.

**Introduction.** Riddle is one of the most archaic folklore and literary genres. The purpose of the riddle is to test the ingenuity and logical thinking of the addressee. The process of searching for an answer to a riddle activates mental activity, develops the ability to build metaphorical and associative parallels, compare different objects and realities of the material world, and develop the ability to distinguish similarities and differences between them [13, 290].

Riddles have gone through a complex path of development from the times when they once performed certain magical functions to the times when they became a means of intelligence, intelligence competition, entertainment, and means of entertainment. The structure of the puzzle consists of three main components: an object to be guessed and decoded; a substitute object that has common characteristics with the hidden object; and an image that can be applied to both objects [14,51].

**Materials and methods.** A riddle is a two-stage syntactic entity based on the metaphorical transmission that determines the specific features of the logical-semantic organization of a certain linguistic-cultural unit [14,52].

In the Uzbek language, the active dominant of the lexeme "riddle (topishmoq)" is "jumboq (mystery)". The concept of "riddle" that we are analyzing is called by different names in different geographical regions. Among them are: topishmachak, topmacha, topar, top-top, cho'pchak, jumboq [8, 235].

In English, "topishmoq" is called "riddle", and its active equivalent is "puzzle". Also, according to the online dictionary of the English language "Collins Dictionary", we can have several definitions and synonyms of the lexeme "riddle": riddle [15]

**Definition:** a question, puzzle, or verse phrased so that ingenuity is required to find the answer or meaning

**Ex:** Tell me a riddle.

**Synonyms:** puzzle, problem, conundrum, teaser, poser, rebus  
brain-teaser (informal)

2. (noun) in the sense of enigma

**Definition:** a puzzling person or thing

**Ex:** a riddle of modern architecture

Synonyms: enigma, question, secret, mystery, puzzle, conundrum, teaser, problem

The study of the structural-semantic and syntactic features of English and Uzbek folk riddles serves as a pillar in creating a complete picture of the isomorphic and allomorphic aspects of some phenomena of the literary language and the folk language. Although In Uzbek linguistics they were studied by Abdullayev J.Kh. by "O'zbek xalq topishmoqlarining leksik-semantik xususiyatlari» [1, 22], Saparniyazova M.N. "O'zbek xalq topishmoqlarining sintaktik-semantik xususiyatlari» [12,30], in the comparative aspect of the English and Uzbek languages, the unique sentence structure and sentence models of the riddle were neglected. In our opinion, there are four types of sentences in riddles according to their structural and semantic relations, and defining the formal and substantive paradigms specific to each of them reveals the similarities and differences between the languages being compared:

1. Riddles expressed by a simple sentence;
2. Riddles expressed by a compound sentence;
3. Riddles expressed by a mixed compound sentence;
4. Riddles represented by texteme.

According to M.N. Saitbaeva's analysis of the syntactic features of folk riddles, riddles show different sentence constructions: simple sentence - monopredicative constructions, compound sentence - polypredicative constructions [10,7].

It is known that there is a compact state of a simple sentence, and among the Uzbek folk riddles there are polypredicative ones, that is, those that consist of only one predicative syntagm:

Eshitadi, ko'rmaydi, Ko'radi, eshitmaydi. (Quloq, ko'z)

The signs of the hidden object are revealed in the sentence, it participates in the grammatical construction of the sentence as an abstract possessor. For example: What can he hear but not see? The ear hears, but does not see. What can he see but not hear? The eye sees, but does not hear. In order for the answer not to be abstract and to make it difficult to find it, the concepts related to the puzzled object or its features should be illuminated in a big way or the predicates related to it should be combined. Another example: Yuraveradi, yuraveradi, Yo'li ko'paymaydi. (Beshik)

If we look at the English language, we can find riddles of this type:

"Voiceless it cries, / Wingless flutters, / Toothless bites, / Mouthless mutters."

Answer = the wind [16]



Explanation: "It cries without a voice, / It trembles without wings, / It bites without teeth, / It mutters without a mouth." Answer = wind

This riddle has a polypredicative form like the one above, as well as there is an empty place for the puzzled object, a number of predicates are observed. Compare: What cries voiceless? The wind cries voiceless / the wind flutters wingless / the wind bites toothless / the wind mutters mouthless - What cries without a voice? The wind cries silently / the wind trembles without wings / the wind bites without teeth / the wind hums without a mouth.

In the Uzbek language, the subject usually comes at the beginning of the sentence together with its compliments, and the predicate comes at the end of the sentence together with its compliments. In this case, the subject group forms the theme, and the predicate group forms the rheme. The syntactic and topical structure of the sentence is consistent: Olabosh qo'yim osmonga qarab suv ichar (Oq jo'xori). In this riddle, the description of the Olabosh qo'yim is the theme, and the rest is the rheme. In riddles, when the theme part corresponds to the owner, it forms a whole with its determiner [12, 7]. Katta xotin uy poylaydi, Kichkina xotin yo'qlovga ketadi (Qulf, kalit).

Results. As a result of our research, there are riddles like the above mentioned in the English language, but they are formed according to the sentence structure rule of the English language, i.e. S+V+O. For example:

I have four legs. I eat a lot of grass.

I look like a horse. And I'm black and white. Who am I? Answer: A zebra [17]

While researching, we mostly paid attention to the types of sentences in riddles according to their structural and semantic relations are stable in both languages, and their analysis is finally wide-ranging. In the example of a single simple sentence, we realized that we can find similar aspects of riddles in English and Uzbek through mixed examples. This indicates that folk riddles in all languages are built according to the same pattern. The minimum case of simple sentencemes is found in the form of a polypredicative syntagma consisting of initial clauses. It is understood that the remaining types of riddles, according to their structural and semantic relations, need to be analyzed in depth in a comparative aspect in these languages.

It is known that all linguists think that the semantic volume of the word (the content of the word, the aspect of meaning) is not a whole, integral phenomenon. No one doubts that the elements of word semantics are not the same type of events. The issue that has caused intense debate among linguists is the question of the relation of the elements of word semantics to each other: should the



elements of word semantics be considered as different meanings or as different forms and variants of the same meaning?

Semantics (Greek: *semantikos* - signifying, expressive) - 1) all content, meaning, information expressed through language or any of its units (word, grammatical form of word, phraseology, phrase, sentence). The object of study of semantics is basically the system of meanings of words and sentences with a complete, independent meaning. Semantic analysis is used as a learning tool. Discussions about the origin of word meanings, their connection with existence and thinking were conducted by analogists and anomalists in antiquity, nominalists, realists, and conceptualists in the Middle Ages. It is difficult to form a person's thinking process by himself and control it. Therefore, semantic analysis is rightfully considered the most difficult stage of automatic text processing [3, 45].

In the study of semantics, I.A.Melchuk paid special attention to the valence of words, that is, he puts forward the ability of words to connect with other words. There are two types of word valence: syntactic and semantic. Situations described by words in free speech, as a rule, have from one to four meaning components or semantic actants. At the same time, each word is associated with subordinate words corresponding to deep syntactic actants - subjects and objects. Semantic valences are determined by lexical analysis of the given situation with a certain word. Syntactic valences are determined by the number of syntactic actants presented directly in the text and given by the context [6, 56].

Cognitive semantics is a branch of the general theory of the theory of cognitive linguistics, which imagines meaning as a "cognitive phenomenon" and is closely related to "the relationship between language, meaning and understanding" [2, 7] . According to J. Said (2003), Cognitive Linguistics considers linguistic knowledge as a part of general perception, that is, linguistic knowledge is only a part of general experiential knowledge, both of which are decisive in the production and perception of meaning. is important [9, 45].

Discussion. Geeraerts wants to study the formal structure of language not autonomously, but as a reflection of general conceptual system, categorization principles, processing mechanisms, experience and environmental influences [4, 68]. Meaning is of great importance in language and linguistics, because language is closely related to meaning, and it is clear that all functional approaches to its study are focused on meaning. In this way, all the words and phrases in the language, regardless of what they look like, its semantics should be consistently studied, and the essence of meaning should be clarified.



Including, riddles are directly subject to this rule and are subject to analysis. So what exactly is a riddle? What is its place in the language? How did it appear? so many questions...

A riddle is a game that leaves it up to the listener or reader to figure out what an object is, and indirectly tells its characteristics without mentioning its name. Questions in riddles; It is created by exaggerating, inverting, and changing a concept to a descriptive level. This phrase does not have to be an "interrogative sentence." Riddles can be in the form of sentences consisting of several words, or in the form of pairs or stanzas. Many riddles rhyme. For Pepisello and Green, a riddle is not just a part of entertainment, but "a complex linguistic and aesthetic structure, which, when studied systematically and scientifically, reveals a lot about a person"[7, 112]. In fact, riddles are sentences, questions or phrases that have a vague or unclear meaning, and are considered as a puzzle that requires a solution. In addition, a riddle is a special type of game of communicative interaction in the form of a dialogue, in which one of the participants asks to guess "something", and the other tries to find that guess.

In many cases, human speech through riddles is interesting and somewhat full of humor, and it can be described as a unique form of indicative sentence, interrogative sentence, and exclamatory sentence. In the telling of a riddle, the presence of two objects means an important task: the giver of the riddle and the listener or finder of the riddle. The reason is that the person who finds the answer to the riddle will be happy to find it successfully and this situation will be enjoyable for him. So, any riddle consists of two parts: questions and answers, which are interconnected. The semantic connection of the puzzle text with the answer should not be obvious, otherwise the solution will not be difficult and not interesting. The denotative (root, original, head) meaning of the riddle answer is replaced by a synonym word that can be named in the riddle text.

The addressee tries to express the intended content of the riddle in a way that is not clear, understandable and directly readable, on the contrary, it is readable through various methods and images in a deliberately hidden state, indirectly - through figurative and logical thinking [1, 9]. Therefore, there is a greater need for figurative/textual synonyms than usual synonyms, which are useful in giving a clear, comprehensible, and subtle idea in folk riddles. Such synonyms are synonymous lexemes that aim to describe an object from a certain point of view and have almost the same hidden, portable meaning. Figurative synonyms provide a wide and convenient opportunity to weave different riddles about the same subject. For example: Yer tagida yog‘li qayish – Yer tagida yog‘li



qamchi – Yer tagida yog‘li xasip – yer tagida ho‘l gavron. (Ilon) (Word for word translation: Oily belt under the earth - Oily whip under the earth - Oily khasip under the earth - Wet gavron under the earth. (Snake))

Riddles are based on differential signs of lexemes that are hidden and must be found. "In riddles, a hidden semantic component is involved in the expression, so that the unknown reality becomes a known reality as a result of the activity of thoughts" [11, 78].

The content of lexemes denoting the meaning of fire consists of differentiating and non-differentiating signs, just like the content of phonemes. In distinguishing one lexeme from another lexeme, the differential signs in its content structure are of great importance. For example, the denotation of the word flower does not represent individual flowers that exist in objective existence, but the flower as a whole, which has the symbol of florality. In this case, the signs of flower opening, fragrance distribution, giving aesthetic pleasure are important, and its color, shape, size, etc., are secondary - non-differentiating signs [5, 29].

For example: Erta turadi, Jar chaqiradi (Xo‘roz).

In this riddle, the loud crowing of a rooster pet is used as the basis for the riddle. It is understood that the meaning and substantive aspects of hidden lexemes in each riddle include the main and necessary signs of the denotation expressed by it. Some riddles are based on unreal reality. But the answer is sought based on its meaning:

Oppoqqina dasturxon,  
Yer yuzini qoplagan. (Qor)

In the given riddle, it is understood that the tablecloth can be white, and the sentence covering the earth also has a meaning. However, it is unlikely that the tablecloth will completely cover the earth's surface, it is an unrealistic, impossible situation. In doing so, we can observe the clear meaning content by revealing hidden denotations to logical consistency and comparing a white tablecloth to snow. So, through this, the path to the content of the real meaning is indicated, and the riddle is hidden in the metaphor.

In English, there are many riddles under this category where the lexical-semantic situation of metaphorization occurs. In these riddles, some lexical items undergo a semantic shift/appropriation, thereby creating hidden meanings. Their meanings can be a set of denotations made up of strong themes, requiring deep reflection, leading to broad thinking. It is natural that the composition of meaning is not clear. Instead, they are encouraged to test the riddle's ability to establish a relationship between a word and its referent:



It walks on four legs in the morning, two legs at noon and three legs in the evening. What is it? (The answer is given as MAN)

This riddle describes “Life” to which a metaphor is applied. In the metaphor, lexemes morning, noon and evening form a semantic extension reflecting the periods of infancy, adulthood, that is, adolescence and old age. In addition, the lexeme “legs” used in the riddle is not a real human limb, but a metaphor for a person’s life path. This type of riddle reveals the superiority of the ideational meaning over the referent in the study of meaning. The reason is that the physical referents of four legs, two legs, and three legs are represented in the mind of the riddle teller through the image of components of meaning with broad concepts, such as infancy, adulthood, and old age. If the second object finding the riddle moves in the same frame of mind as the riddle teller, in seeing the metaphorical relationships between these three periods, he may be able to see the solution to the riddle.

**Conclusion.** The analysis carried out in the article showed that the riddle is a type of unanimous speech, which reflects conceptual harmony and cognitive linguistic ideas that sharpen the human mind and can bring it to the surface in language. In this article, we tried to show that riddles are a product of literary-linguistic creativity, that they have a certain mysterious semantic core based on the "personal knowledge" or experience of the riddle teller. Also, we can say that riddles, with their colorful appearance, can give a person laughter, pleasure, good mood and motivation for logical thinking. Each of the riddles is distinguished from other genres of folklore by the fact that it forms a synonymic, antonymic, homonymic nest, and has a hidden semantic component in the expression for the transformation of an unknown reality into a known reality. In general, the semantics of riddles is considered a literary heritage that needs to be studied on an extremely large scale.

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