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VISION

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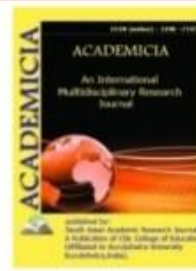
157.	THE MONUMENTS OF ANCIENT URGENCH ARE UNIQUE MASTERPIECES OF KHOREZMIAN ARCHITECTURE Jumaev Qoryogdi, Avliyakulova Nafisa	10.5958/2249-7137.2020.01623.7
158.	PRODUCTION TRENDS OF IMPORTANT CROPS IN INDIA Dr. V. Subramanyam, Prof. M. Devarajulu	10.5958/2249-7137.2020.01670.5
159.	EFFECT OF MINERAL FERTILIZER RATE ON BIOMETRIC INDICATORS OF SOFT WHEAT VARIETIES Jonibek Bozarovich Khudaykulov, Mukhriddin Rakhmon ugli Zukhriddinov	10.5958/2249-7137.2020.01450.0
160.	SOME COMMENTS ON THE GEOGRAPHICAL STRUCTURE AND ETHNOGRAPHY OF THE JIZZAKH OASIS Jurabek Kovulov	10.5958/2249-7137.2020.01451.2
161.	SUFISM AND SPIRITUAL HEALING Karomat Kilicheva, Gavkhar Klicheva	10.5958/2249-7137.2020.01452.4
162.	DESTRUCTION OF FAMILY RELATIONS PSYCHOPROPHYLAXIS FAMILY-NEIGHBORHOOD-EDUCATIONAL INSTITUTION COOPERATION Khadichaxon Gulyamutdinovna Sharafutdinova	10.5958/2249-7137.2020.01453.6
163.	CLASSIFICATION AND RESEARCH OF FOOD GAS LIQUID CHROMATOGRAPHY METHOD Kurbonkul Mavlankulovich Karimkulov, Ikromjon Esanboyevich Uzohkov, Madraim Khasanovich Sarikulov, Azada Abdura khmanova	10.5958/2249-7137.2020.01454.8
164.	SCIENTIFIC FOUNDATIONS OF VOCATIONAL GUIDANCE FOR SECONDARY SCHOOL STUDENTS Majidov N, Majidov J, Jomurodov D, Otabekov A	10.5958/2249-7137.2020.01455.X
165.	WAYS TO APPLY ELEMENTS OF PEDAGOGICAL TECHNOLOGY IN THE LESSONS OF "MUSIC CULTURE" IN SECONDARY SCHOOLS Makhammatov A, Jumaev A	10.5958/2249-7137.2020.01456.1
166.	PRAGMATISTIC FEATURES OF SEGMENTED CONSTRUCTIONS Marhabo Egamberdiyevna Umurzakova	10.5958/2249-7137.2020.01457.3
167.	CLINICAL AND ALLERGICAL FEATURES, SPECIFIC DIAGNOSTICS AND THERAPY OF CHILDREN SUFFERING WITH ALLERGIC DISEASES Matlyuba Makhammadzhonovna Akhmedova, Rasuljon Mamasiddikovich Shermatov, Zebokhon Hamroevna Nishanova, Nodirjon Sovridinovich Khaidarov, Khasanboy Ergashalievich Mullazhonov	10.5958/2249-7137.2020.01458.5
168.	THE STUDY OF PHYSICAL AND MECHANICAL PROPERTIES OF DIFFERENT FABRICS FOR SUIT GAUZE Mirjamol Mirkarimovich Mirkhajaev, Sukhrob Bakhtiyorogli Ahmadjanov	10.5958/2249-7137.2020.01459.7
169.	MULTILATERAL CULTURAL AND HUMANITARIAN COOPERATION OF UZBEKISTAN WITHIN THE SCO: ACHIEVEMENTS AND OPPORTUNITIES Muhayyo Soliyeva	10.5958/2249-7137.2020.01460.3
170.	EXPRESSION OF THE PRAGMATIC BARRIER IN UZBEK COMMUNICATION TEXT (IN THE EXAMPLE OF CHILDREN'S SPEECH) Munavvara Abdujabbarovna Kurbanova	10.5958/2249-7137.2020.01461.5



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EXPRESSION OF THE PRAGMATIC BARRIER IN UZBEK COMMUNICATION TEXT (IN THE EXAMPLE OF CHILDREN'S SPEECH)

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ABSTRACT

The article focuses on the nature of a pragmatic barrier. It reflects the issues of communicative-pragmatic barriers in the framework of the world linguistics. The reasons for the emergence of a pragmatic barrier specific to adult and children's speech have been identified, differentiated and explained. The pragmatic barrier in the communicative act of children appears in the forms of incorrect pronunciation, inappropriate use of words, lack of knowledge on the object and incorrect interpretation, social relationships between the child and the addressee and the uniqueness of their regional variations.

KEYWORDS: *Ontogenesis, Linguistic Unit, Verbal Communication, Children's Speech, Imitation, Analogy, Speech Interference, Dialog, Pragmatic Barrier, Pragma-Linguistics, Context, Proposition, Communicative Situation.*

INTRODUCTION

Some linguistic units copied from the speech of the adults serve as a phenomenological model for children in the developmental stage of verbal communication ontogenesis. Because most of the specific features of their speech arise under the influence of customary usage of speech units created by the method of imitation, repetition and analogy. A child starting the process of linguistic socialization may also make minor error in the use of language systems and norms. This situation has a certain negative effect on the effectiveness of verbal communication.

Research on this topic uses the terms *communicative error* and *communicative failure* to express the concept of *ineffective communication*. If the *success of the dialogue* and the mutual agreement of the interlocutors is a *successful dialogue*, then the negative consequences of the *speech (communicative)* are the inability of the speaker to achieve his goal, the unplanned negative emotional effect of the conversation, confrontation, conflict, collision). Communicative error means ineffective or inappropriate translation of the ideas or communicative uncertainty. [1]

Sometimes, communicative error results in the major difficulties for adults to understand a child's speech. Overcoming misunderstandings in the conversation process requires a thorough exploration of causes over a period of time. Because the means of expression present in the addressee's speech play an important role in the emergence of a pragmatic barrier in the first place.

A pragmatic barrier is an interference with the proposition to be mentioned, obscurities of the content and issues related to the thinking and pronunciation of the speaker. [2, 155] The phenomenon of the communicative-pragmatic barrier has a special place in the interpretation of issues related to the creation and perception of the speech.

R.R.Gelgard, L.A.Kiseleva, I.V.Chernigova, Yu.V.Sadovskaya and other researchers have contribute a lot to the exploration of the problem of pragmatic barrier in pragmalinguistics. [3, 3-9; 4, 135-136; 5; 6]

M. Hakimov was the first to explore the issue in Uzbek linguistics. He assessed the pragmatic barrier as non-pragmatic information that was inconsistent with the communicative purpose of the speaker. [121-134]

The pragmatic barrier in speech occurs under the influence of certain factors. M. Hakimov notes that the pragmatic barrier arises as a result of abnormal pronunciation, inappropriate word choice, incorrect connection of grammatical forms and syntactic devices and functional style divergences. [2, 121-134] L.A. Kiseleva points out following factors that contribute in the formation of a pragmatic barrier:

1. Signs of a planned pragmatic effect.
2. The social relationship between speaker and listener.
3. Thesaurus (intellectual capacity) fund and character.
4. Linguistic material feature. [4]

The communicative-pragmatic barrier is also observed in children's speech. The pragmatic barrier in adult speech which obscures the content of speech often arises in the form of violation of orthoepic norms of language, improper use of lexical units and etc. The use of lexical units in speech without understanding their meaning, as well as non-compliance with pronunciation norms, leads to the emergence of a pragmatic barrier in children.

MATERIALS AND METHODS

A "linguistic discovery" aimed at word creation by children, as well as some of the functionally misused language units, are used to express a referential act. However, some forms of expression formed in this way have lingual-pragmatic significance in adult interpretation. This in turn leads

to a communicative barrier. "Although communicative barriers, inconsistencies, errors (confusion in the statement, lack of consistency, a lot of redundant words) slow down the process of achieving the result, they can never completely hinder it." [1]

Explorations indicate that the pragmatic barrier that emerges under the influence of extra-linguistic factors in the process of thought expression is clearly traceable in preschool children's speech. Although children's vocabulary is rapidly enriched at this age, it is natural that they will not be able to fully master most of the linguistic tools that are actively used in daily life. An expression that reflects this feature is common in common speech.

It is expedient to study the pragmatic barrier that occurs in connection with children's communicative activities in two ways: 1. The occurrence of a pragmatic barrier in children's speech. 2. The perception of a part of speech of other people as a pragmatic barrier by a child.

Various factors can emerge a pragmatic barrier for the listener in children's speech. These are: 1) the mispronunciation of words by children violating the norms of orthoepy; 2) inappropriate use of words by children; 3) individual occasionalisms created by children; 4) having not enough knowledge about the object of speech and misinterpreting it; 5) social relations between the child and the addressee, their territorial variations.

The pragmatic barrier that results from a violation of the orthoepic norm in children's speech makes it difficult to understand the speech. Preschoolers learn some sounds late or have difficulty pronouncing them. This can result in children's mispronouncing the sounds and as a result creating pragmatic barriers in speech. For example:

Bolakay ming so'mlikning u yog'ini aylantirib ko'rdi, bu yog'ini aylantirib ko'rdi. O'ng cho'ntagiga qo'l suqqan edi, bir dasta ming so'mliklar ilashib chiqdi. Chap cho'ntagidan besh yuz so'mlik, yuz so'mliklar oldi. Barmog'iga tuflab, chaqqonlik bilan beshta yuz so'mlikni sanab, qo'limga tutqazdi.

– *Bakalashkani bo'shatib beying, – dedi dona-dona qilib. Magazinga topshiyaman. "Spyayt" keyakmasmi? Ming so'm. (O'.Hoshimov. "Daftar hoshiyasidagi bitiklar")*

Meaning:

The boy watched the one-thousand sum currency thoroughly. He had a hand in his right pocket and got a bundle of thousand sum currency. He took five hundred sums and a hundred sums from his left pocket. He spat on his finger, quickly counted five hundred sums, and held it in my hand.

- Empty the bottle, - he said. I'll sell it to the shop. Do you want a bottle of "Sprite?" One-thousand sums. (O. Hoshimov. "Inscriptions on the margins")

In children's speech, the abnormal expression of pronunciation is also manifested on the basis of the fact that the word undergoes through sound change. For example, the mispronunciation of the Russian word "nachalnik" in the following line: "*Ijroqom bobo, nachaynik bobo, militsiya amakilar kelgan emish*" (H.Tukhtaboev. "People of Paradise") created a pragmatic barrier. However, although the phonetic change observed in a child's speech utilization is considered a speech error, it plays a pragma stylistic function in that it serves to attract the attention of the adult addressee in the play.

The type of pragmatic barrier that occurs in connection with the misuse of the word in the speech of preschool children is often observed. Misuse of a word often occurs as a result of not knowing the meaning of the word. The word *corpse*, used in a child's speech in the following text, created a pragmatic barrier:

Dadamning qo'shtig'ini ko'tarib, hovliqib chiqib ketayotgan edim, buvijonim:

– *Miltiqni nima qilasan? – deb jerkib berdi.*

– *Biz qori pochcham bilan murda ovlagani ketyapmiz, – dedim achchig'im chiqib. Buvijonim qotib-qotib kuldi-da:*

Murda emas, murid degin, bolam, murid, – deb tushuntirdi. Keyin murda bilan muridning farqini ham gapirib berdi. Shoshilib turganim uchun, bari bir, hech narsa anglamay, miltiqni tashlab qori pochchamnikiga qarab yugurdim. (X. To'xtaboev. "Sariq devni minib").

Meaning:

As I was walking out of the house carrying my father's gun, my grandmother said:

"Why would you be doing with a gun?"

"We're going hunting for "murda"(a dead body) with my brother-in-law" I said angrily. My grandmother laughed heartily:

You mean "a murid" (a disciple), not a murda (a dead body), my child. Then she even explained the difference between those. As I was in a hurry, I dropped my gun and ran towards my brother-in-law, not realizing anything. (H. Tukhtaboev. "Riding the Yellow Giant")

It becomes clear that the child has heard the word "murid" from his brother-in-law, but he has no idea about the meaning of this word. So, in his speech, he automatically replaces it with another word that sounds alike but has a completely different meaning.

Sometimes a pragmatic barrier in children's speech is caused by their misuse of assimilated words or false terms. In particular, a pragmatic barrier arises when children hear unfamiliar terms, inadvertently use their meanings, or mispronounce them, or use words that are similar in pronunciation to the term. For example:

Meni ko'rishi bilan bo'lim boshlig'i:

– *O'rtoq agronom, sizdan bir iltimosim bor, – deb qoldi.*

– *Marhamat, – mototsikldan asta tushdim.*

– *Agar malol kelmasa, mana bu Rahimjonga, uning a'zolariga kompost to'g'risida bir gapirib bersangiz. Bular haligacha hech narsa tushunishmas ekan.*

– *Marhamat, – dedim-da, u yoq-bu yoqqa qarab olgach, leksiya o'qishga tushib ketdim, – o'rtoqlar, kompost juda foydali ichimlik, uni asosan mevadan tayyorlashadi. Mevalarning xili qancha ko'p bo'lsa, u shuncha shirin bo'ladi. Bizning Farg'ona tomonlarda kompostni o'rik, shaftoli qoqi va olchani qurug'idan tayyorlashadi. Xullas, kompost ichmabsiz, dunyoga kelmabsiz. (X. To'xtaboev. "Sariq devni minib")*

As soon as he saw me, the head of the department said:

"Comrade agronomist, I have a request".

"I am all ears," I said, slowly getting off the motorcycle.

"If you don't mind, tell Rahimjon and his members about compost." They still don't understand anything.

"Sure," I said, looking around, and went on with a lecture. "Comrades, compost is a very useful drink, it is made mainly from fruit. The more variety of fruit, the sweeter it will be. In Fergana, compost is made of dried apricots, peaches and cherries. Those weren't born, who have never tried it. (H. Tukhtaboev. "Riding the Yellow Giant")

It is understood that such communicative errors in the use of words in children's speech occur as a result of their inability to comprehend the word.

Sometimes individual occasionalisms created by children can also create a pragmatic barrier. Hadjimurod Erkinov (4 years and 10 months), speaking in Tashkent city dialect, said to his friend: - *Do you fancy playing drsh – drsh?* [7, 82] When the child is asked what kind of game Drsh-drsh is, he explains that the idea of the game is hitting the heads against each other. Such individual occasionalisms used in speech also create a pragmatic barrier for adults.

The following hybrid, created by telescopic method on the basis of contamination caused by a pragmatic barrier, can be considered as an excellent example of child-specific occasionalism:

Yulduz. Uch yashar.

– Nima eysan, Yulduz, nokmi, shokoladmi?

– Nokolad! (O'.Hoshimov. "Daftar hoshiyasidagi bitiklar")

Meaning:

Yulduz. A-three-year old girl.

"What would you like to eat Yulduz, pear or chocolate?"

"Pearcholate!" (O. Hoshimov. "Inscriptions on the margins")

The word *nokolad* (*pearcholate*) used in a child's speech may refer to pear and chocolate, or the word may have been formed involuntarily. In the first interpretation, the child formed an occasional word using the components of the words *pear* and *chocolate* in order to name two types of product in one word, and it can be assumed that by this artificiality she expressed the wish to eat both pear and chocolate. In the second interpretation, it can be said that the child formed the word *nokolad* occasionally. In either case, understanding the word is difficult for the addressee. In this situation, the only way to clarify the illocutive goal envisaged by the child is to ask him or her *"What is a nokolad?"*. If *nokolad* is an occasionally expressed form known as a product of spontaneous speech, it will be difficult for the child to explain meaning of the word.

Children tend to misinterpret the meanings of the words if they do not have enough knowledge about the object. This situation also leads to the emergence of a pragmatic barrier in speech and

consequently difficulty in the comprehension of speech. For example, in one of the episodes of the film "Magic Hat" based on the script of R. Muhammadjanov, the teacher asks the student, who was not paying attention to the lesson, what topic was covered in the previous lesson. When the student can't think of an answer, one of his classmates decides to help him and whispers "Events of Diffusion". Then, with the help of a classmate, the student, aiming to get out of a difficult situation, hastily repeats "Events of Dilfuza". Of course, such a funny situation occurred, first of all, by the fact that the pupil did not know what topic was covered in the previous lesson. As a result, he was had to say the combination that was phonetically close to the subject spoken in a low voice by his friend.

A striking example of the pragmatic barrier that arises as a result of the fact that not only the speaker but also the addressees have no knowledge of the object of speech can be observed in the following text:

...Sizda qofiyadan bormi? – deb so'radim kitob sotib o'tirgan ayoldan. U shapaloqdek oynaga tikilib, labiga qizil surtish bilan ovora edi. Gapimni eshitmadi shekilli. Qofiya bormi? – deb so'radim yana.

– Nima? – Yuzimga qaramasdan so'radi ayol.

– Qofiya, she'rga ishlatiladigan qofiya, – tushuntirdim, – jon opa, bo'lsa yuz gramm topib bering. Juda zarur bo'lib qoldi.

– Unaga narsa yo'q bizda.

– Bo'masa besh-o'nta vazn topib bering.

– Vazn ham yo'q.

– Turoq-chi? Turoq ham bo'lmasa kerak? – dedim kesatib.

– Yo'q dedim-ku. Qanaqa ezma bolasani o'zing. Sen so'ragan narsalar kultmagda bo'ladi.

Kultmagga borgan edim, xozmagdan so'rab ko'ring, deyishdi.

O'sha kuni men bormagan magazin qolmadi. Hatto bir oz qimmatga bo'lsa ham ola qolay deb chayqov bozoriga ham birrov tushib chiqdim. Yo'q, anqoning urug'i bo'lib ketgan ekan bu narsalar, topilmadi. Alamimdan kechasi qofiya, vazn, turog'i bo'lmasa ham, she'rni shunaqangi ko'p yozdimki, ko'rsangiz, yuragingiz vahm oladi. (X.To'xtaboev. "Sariq devni minib")

Meaning:

... Do you have a rhyme? I asked the woman who was selling books. She stared at the mirror, that was as big as a hand ready for a like a slap. She was busy rubbing red color on her lips. She didn't seem to hear me. Is there a rhyme? I asked again.

- What? "She asked even without looking at my face."

"Rhyme, the rhyme used in poetry," I explained. It is very necessary.

"We don't have that."

"If not, give me, at least a few meters."

"No meters, as well."

“What about stanzas?” You ought not to have any of them for sure? I said sarcastically.

“I did say no.” What a mess you are. Everything you ask might be found in a kultmag (a shop that sells items related to culture).

I went to kultmag and was told to go to khozmag (hardware store).

There was no store I didn't go to that day. I even went to the market to buy it, even if it was a little expensive. No, they were not to be found because as if they had never even existed in the world. I wrote so many poems that night, even though I didn't have the rhyme, the meter or the stanza to use. I composed so many of them that you would be horrified if you saw it. (H. Tokhtaboev. "Riding the Yellow Giant")

Apparently, not only the child, but also the sellers of “kultmag” and “khozmag” do not have knowledge about rhyme, meter or stanza. This situation made communication difficult. Such a pragmatic barrier created in the play has pragmatic stylistic purposes of defining the characters of the heroes and enhancing the humorous situation.

Sometimes the social relationship between children and the addressee also affects speech, leading to the emergence of a pragmatic barrier. As A. Ulugov noted, “Children want to know a lot about the environment they exist. In their hearts there is a desire to comprehend the mysteries of the world. That is why children always question and bother their parents. Adults, on the other hand, never want to admit their weakness. They say, “Shut up!”, “Shush!”, “Be quiet!”. The growing body is really terrified of this threat. They desperately try to stop the flow of strange emotions in the murky nature so as not to face the siege of fear again. They spend all the energy they need to cultivate their mind, to restrain their tongue, to stop their desires. This, of course, paves the way for ugly consequences”. [8, 1] Indeed, some children feeling anxiety, fear, and embarrassment in front of adults can have a serious impact on their speech. In such situations, children are less likely to pronounce words and stutter. This situation also leads to the emergence of a pragmatic barrier in children's speech. For example:

– *Men bu yerda sening muallimangman, shuni unutma!* – dedi Muhabbat opa Akramga.

– *Xo'p, endi unutmayman, mu...*

Akram oyisini "muallima opa" desa ham kulgi bo'lishini sezdi-yu, "mu" deganicha tili tutilib, to'xtadi. (P.Qodirov. "Akramning sarguzashtlari")

– *Bizga nima qilig'i yoqmaganini aytdik. Akram, gapimizga Tushundingmi?*

– *Tush... Tushundim. (P.Qodirov. "Akramning sarguzashtlari")*

Meaning:

- *I'm your teacher here, you do keep it in your mind!* – said Muhabbat opa to Akram.

- *Yes, I won't forget it, teach...*

Akram felt that everybody will make fun of him if he called his mother "teacher", so he stuttered saying "teach". (P.Qodirov. "Adventures of Akram")

- *We told you what we didn't like. Akram have you understood us?*

- *I did.. I did. (P.Qodirov. "Adventures of Akram")*

The fact that the child and the addressee are representatives of different dialects also causes a pragmatic barrier in speech. Because the pragmatic barrier is related to the regional adaptation of communication participants, differences in this regard may interfere with children's understanding of speech. For example, in the dialect of children from Tashkent city there is a word "jiz" that refers to the meaning of "hot". Since this word is incomprehensible to other dialects, it creates a pragmatic barrier when used in speech.

CONCLUSION

In conclusion, it can be said that the expression of the communicative-pragmatic barrier in the speech of adults and children differs to some extent. In the speech of the children this emerges in the forms of mispronunciation of words, inappropriate use of the words, lack of knowledge about the object of speech and incorrect interpretation of the meaning that rise as the result of social relationships between the child and the addressee. Factors such as the age, territorial affiliation, and ethnicity of the communicators play an important role in the formation of a pragmatic barrier in speech activity. The results of research in this area are also extremely important for the solution of existing linguopragmatic problems in comparative linguistics and translation studies.

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