

## STRUCTURAL-SEMANTIC, PRAGMATIC FEATURES OF HUMOROUS CREOLIZED TEXTS (BASED ON MATERIALS IN ENGLISH)

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**Annotation:** *this review article is devoted to the theory of funny creolized texts, expressed as a combination of verbal and non-verbal components. This unit is supported by meaning, structure and function, under which we mean the focus on solving a single communicative task. Polycode text contains signs of various semiotic systems, for example, color and kinesics. A number of synonymous terminological descriptions of this phenomenon - creolized text, polycode text, polysemiotic text, semiotically enriched text - indicate that we are now witnessing the formation of the theory of polycode texts. Theoretical and terminological understanding of the object of our description occurs in such directions as the analysis of the components of the polycode text and their interconnection. description of methods and prospects for the study of polycode texts. With a brief overview of the most outstanding works of Russian linguists, the pragmatics of the polikod text in the main directions of its implementation is considered in cinematography as a funny polikod text and a polikod text. The most studied phenomenon in this direction is the description of the text of various types of advertising polikod. New areas of analysis are the description of the functioning of the polikod text in political linguistics and internet communication. It is important to note the increase in the number of works in which the school learns to use polycode text in teaching and teaching foreign languages. A new direction in the study of the Polikod text is its description as a reflection of the national linguistic picture of the world.*

**Keywords:** *funny creolized text, creolized text, verbal component, nonbal component article History:*

### INTRODUCTION

Modern linguistics, on the one hand, is interested in describing texts containing visual and audio information, and on the other, in expanding the range of phenomena and aspects of analysis. These complex texts are increasingly common in different types of communication, they are clearly assessed as the most successful and are often the only possible thing in the context of the convergence of globalization, which requires a universal and understandable language for communicants. Sociologists and linguists emphasize the superiority of such means of communication as advertising, cinema, the Internet and television, which is impossible without texts of a mixed nature. It is clear to understand the tasks of this type of texts in order to maximize the impact on the recipients, provide large amounts of information with small resource investments and carry out one or more secondary functions - emotional, aesthetic,

referential, educational, etc. The purpose of this article is to describe the main approaches to the formation of a unified theory of polycode texts, the features of its terminological support and the main directions of their study. V.V.Krasnikh explains the variety of approaches to the text, the multiplicity of descriptions and the multiplicity of tariffs as a complex phenomenon of the linguistic and extralinguistic reality of the text itself: it is also a means of communication. , and the way of storing and transmitting information, as well as the reflection of the spiritual life of an individual and the product of a certain historical period, the form of the existence of culture and the reflection of certain socio-cultural traditions, etc. " [1. B. 205-206]. fully, this definition also applies to texts that combine a real verbal component, any image and sound that is combined, transformed into a code. The decoding process combines the semantics of all levels of characters, thus transforming this type of information into a higher level of text.

The history of the formation of the theory of terminological formation texts of the idea of a funny creolized text notes the presence and varying degrees of active use of a number of terms describing the phenomenon under consideration. Some of these terminological units also include methodological approaches to describing the object of study itself. Text nomination: nonlinear text, creolated text, polysemiotic text, semiotically enriched text, polycode text, in which several codes interact. The most common term is creolized text, for the first time Yu.A. Sorokin and E.F.Tarasovs: "Creolated texts are texts whose structure consists of two parts that are not the same: verbal (language/speech) and non-verbal (belonging to sign systems other than natural)" [2. 180-page].

The term funny creolized text has been known since the 1970s, for example, G.V.Eyger and V.L.Yuht gave him a tariff as follows: such should be the cases of combining the natural language code with the code of another semiotic system (image, music, etc.). broadly classified as comic creolized texts in the semiotic sense" [3. 107-page]. A.G.Sonin describes the polychodic text as "a text based on the connection of semiotically heterogeneous components in a single graphic space - verbal text in oral or written form and signs of a different nature." 117-page].

Researcher L.S.Bolshakova divides texts that combine several types of elements into linear ones, which can be taken as sequential reference and non-linear, where it sees a multi-dimensional network connected by any point <> any other point. five. Page 20]. D.P.Chigayev uses the terminological-descriptive construction of a semiotically enriched text for a general understanding of same-sex texts, while learning ways to creolize the advertising text [6].

A.A.Bernatskaya proposes to consider the terms polikod text and polysemantic text as synonyms and writes about their preference for " as a sign of a common concept for non-homogeneous, syncretic messages (texts) formed as a result of a combination of elements of Sign Systems, their relationship; in order to indicate a

small degree of the fact of participation of various semiotic elements in the creation of 106-page]. The direction of studying the text of the comic creolize.

The main areas of application of funny creolized research:

1) polikod text in advertising, political dialogue, funny polikod text and polikod text in cinematography;

2) polycode text on Internet connection;

3) polycode Text components;

4) Use of polycode text in the discharge;

5) polikod text as a reflection of the national linguistic picture of the world.

Polikod text in advertising

Many scientific works are devoted to the text of polychodical advertising, but large-scale research materials, genre diversity of the research object and constantly updated analysis materials leave this topic relevant. As an example E.S. According To-Murza [8], D.P. Chigayev [6; 9], EN Remchukova va and Omelianenko [10], ID Romanova and IV Smirnova [11] and others. In political communication, the polikod text is primarily represented by genres of political posters and Political Cartoons. Polycode texts of this type E. E. Anisimova [12], M.B. Varashila, And [13], N. M. described in his works. Dugalich [14]; the text of the humoristic polycode Yu.S. Chaplygina [15]; the polycode text of the film is described in the works of EA Krasina and ES Rybinok [16] and others.

Internet communication plays an important role in social life, which is supported by the constantly growing number of users and the development of new technologies for network interaction. Internet connection has a number of features, under which researchers OI Maksimenko [17], IV Bugaeva [18], LV Babina [19], YV Schurina [20], DS Michurin [21] and many others understand the character of hypertextuality, depersonification, interactivity, polycode. A distinctive feature of the Polikod text is characterized by increasing the role of real iconic characters both in the information field and in speech. The subject of linguistic research of a funny creolized text in Internet communication is linguistic means, pragmatic possibilities of a polycode text, their types and structural specificity and features of operation. Internet communication is also characterized by the creation of new genres, such as internet memes, their polikod nature YV Schurina [20] and is considered in many other works; demotivators [18; nineteen]. These genres are distinguished by the lack of accuracy of addressee, they perform communicative, aesthetic, axiological and expressive functions. An important feature characterizing funny creolized Text components and their correlation funny creolized text is its integrity. This feature is primarily determined by the communicative and cognitive relations of the authors of the text, a single visual, semantic and functional integrity, which is formed as a result of the combination of a single topic, a selected stylistic and compositional solution and resources. verbal and iconic levels. Traditionally, they distinguish between the verbal and iconic components of the polycode text, which is most likely due to the maximum

information load that a person has organs of vision and hearing: "socially significant, rich and focused on the largest part of the systems of signs necessary for society. perception by sight [22. B. 323]. In this regard, R.Bart considered polycode texts on Mass Communication to be the most complex: the emergence of Manos in television, cinema, advertising is due to the interdependent influence of the style of images, sounds and icons [23]. Page 124]. R. Bart divides the advertising text into literary (not visually encoded), symbolic (visually encoded) and linguistic forms, depending on the nature of its content and expression. The Binding of these components constitutes the complex meaning of the polycode text [23. B. 303].

Often verbal (and therefore retains a semantic connection with the text) and images (photos and drawings) and additional elements (traditional designs, for example, characters or drawings in words, as well as paralinguistic tools - font design, lines, frames, etc.).

In the process of forming the theory of funny creolized text, the variability of terms in the nomination of elements of polycode text is expressed in a verbal - iconic pairs; paralinguistic-iconic; paralinguistic - paragrafemic. Currently, the use of iconic and a verbal terms remains parallel. M.B.Voroshilova believes that "using the term iconic component as an equivalent, identical substitute in the analysis of creolized texts is a terminologically difficult graphical component " [13]. B. 76]. This is due to the fact that there is a general orientation of the text towards iconicity, which is repeatedly emphasized by researchers [24 B. See 119]. And also visually. it is not justified in relation to the iconic component, since the written text is also visual, so M.B.Voroshilova considers it expedient to use the dichotomy of verbal nonbal components of the polikod text. Paragrafemic means refers to the elements of a written text that accompany the oral component and represent various connotations (MG Shvetsova [25], Yu.A. Eygalis [26]). MG Shvetsova divides the paragrafemic means into Means linked to the verbal component of the polycode text, linked to the verbal means of the text; elements that regulate the content and perform special tasks in the text [25]. This division is N.N.It corresponds to Bolshakova's classification, which emphasizes topografemic means, in which the author sees planar variations of the text, supragrafemic means, that is, font variation and singrafemic means (artistic and stylistic variations of punctuation marks). These elements are considered important and allow you to increase the stealth of the text [5].

A.N.Baranov and L.B.Parshin, relying on the mechanism for creating paragrafemic tools, divides them into topografemic tools - changes in the plane of fonts; supragrafemic tools - the choice of the actual font size, its type, the use of spaces and singrafemic tools - non-standard use of punctuation marks to express the author's intention [27]. Page 38]. Supragrafemic tools also include changes in the type of faces, background and color selection, the use of labelled lists, integration into the text of elements belonging to another language system [28]. B. 149-150].

Yu.A. Eykalis analyzes the polychodical text of German-language comics, noting the widespread use of topografemic (flat change of fonts), supragrafemic (font change) and singragemic means (understands them as artistic and stylistic variations of punctuation) and their various combinations. It is with the information density of the comic text and its pragmatic potential. According to the author, this set of tools of the polycode text serves to form speech portraits of comic characters, partially performing an aesthetic function [26].

E.E. Anisimova divides the degree of attachment of the components of the polycode text into texts, which are partial creolization (relative autonomy of verbal and a verbal parts, for example, when the iconic component is a secondary element) and full creolization (integration of components). Polikod emphasizes the difference in the need for an iconic component to participate in a text, for example, a poster or a text advertising image. O. a polycode text researcher who calls the research object video-verbal text. V. Poymanova proposes to classify these texts according to the character of the iconic component. Static video such as political cartoons or magazine ads-verbal text, dynamic video such as film or video advertising-is contrasted with oral text). The classification of the oral component is divided into oral format (live speech or recorded live speech) and written form [29]. The use of polycode text in teaching is a promising area of research: "no one involved in Language Teaching can ignore the wide range of possibilities and problems opened up by Technology" [30]. 109-page]. The main attention of the authors is focused on the creation and selection of polycode texts, which should combine a one-meaning iconic component and elements of an oral component that are adequate to the task at hand. The intention of the authors of the Polikod text should coincide with the organizational, motivational, communicative, meaningful aspects of the lesson, not distract the student from the assigned methodological tasks and not fill the course materials in informational and axiological terms. Currently, we can observe published works that give general recommendations and describe the experience of teaching certain subjects of the Russian language as a foreign language for certain levels and languages. TS Kyst [31] considers issues of hypertext and creolization of electronic textbook texts.; O.A. Senatorova sees the prospects for work in the field of creating educational materials for teaching Russian to foreigners "in a deeper study of issues related to the linguodidactic analysis of Russian language culture, and then in the selection of the most valuable realities for cultural activity. ", this is not possible without the involvement of polycode texts [32. B. 323]. I.A. Koltsov [33] proposed a way to use the polikod text when learning a foreign language on the aspect of intercultural communication. And Sentsova considers polycod texts as a means of teaching Russian grammar to Italian speakers at the initial level [34]. NV Perfilieva and its co-authors offer forms of working with polycode text at different levels of learning Russian as a foreign language [35]. Team of authors S.A. Leppik, A.Y. Ustinov and TA Chabanets describe the implementation of the polycode text in school textbooks as an irreversible condition of the principle of appearance -

"an approach that involves translating the formation of an assignment by direct observation of the topic of speech." use of certain channels of emotional perception" [36. 451-page]. Perfilieva and her co-authors offer forms of working with polycode text at different levels of learning Russian as a foreign language [35]. Team of authors S.A.Leppik, A.Y.Ustinov and TA Chabanets describe the implementation of the polycode text in school textbooks as an irreversible condition of the principle of appearance - "an approach that involves translating the formation of an assignment by direct observation of the topic of speech." use of certain channels of emotional perception" [36. 451-page]. Perfilieva and her co-authors offer forms of working with polycode text at different levels of learning Russian as a foreign language [35]. Team of authors S.A.Leppik, A.Y.Ustinov and TA Chabanets describe the implementation of the polycode text in school textbooks as an irreversible condition of the principle of appearance - "an approach that involves translating the formation of an assignment by direct observation of the topic of speech." use of certain channels of emotional perception" [36. Page 451.

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