



## LINGUACULTURAL STUDY OF THE TEXT OF THE FOREWORD IN ENGLISH AND UZBEK

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<p><b>Received:</b> 11<sup>th</sup> January 2022 <b>Accepted:</b> 11<sup>th</sup> February 2022 <b>Published:</b> 28<sup>th</sup> March 2022</p>	<p>Appeal to the topic of the human factor in language testifies to the most important methodological shift taking place in modern linguistics - the change in its basic paradigm and the transition to anthropological linguistics, which involves the study of language in close connection with a person, his consciousness, thinking, spiritual and practical activity. The introduction introduces readers to the main topics of the manuscript and prepares them for what they can expect. Foreword The preface is not written by the author, but by someone else. These people are usually experts in the field the book is about. If you are planning to include a foreword in your book, you should first consider who you might ask to write the foreword and how much value it will add to your content</p>

**Keywords:** Methodological basis, linguistic methods, styles of English, preface, linguacultural concept.

The anthropological principle of the study of language will theoretically connect the various moments of the existence of the language, which, with other approaches, were studied in isolation or generally excluded from the field of scientific consideration. The topic of the human factor in language involves consideration of the anthropologically determined properties of the language, especially in the study of such language phenomena as modality, deixis, idiomaticity, symbolization, and some others. The main questions concerning the problem of modality and the means of its expression are constantly in the center of attention of linguists. However, the need for further study of communication processes characterized by with a modal orientation, the importance of an adequate interpretation of the linguistic essence of modality, and, finally, the possibility of interpreting the content of linguistic categories in a new way within the framework of cognitive and linguoculturological (hereinafter: JIK) approaches determine the relevance of this work. In linguistics, which has chosen the anthropological principle as its methodological basis, two circles of problems are in the center of attention: 1) determining how a person influences language; 2) definition how language affects a person, his thinking, culture. This study was carried out in the framework of the second direction. The direction of research from language to culture requires a deep analysis of the linguistic material related to various strata of the language system, as well as the study of extralinguistic parameters in order to draw conclusions about the linguistic and speech mentality of native speakers of a given language. In the present work, the analysis of the category of modality is carried out using cognitive tools. The study is based on the hypothesis that the category of possibility expressed by multi-level language units is a linguistic and cultural concept and, accordingly, has conceptual, value and figurative characteristics, which implies its linguistic and cultural specificity. The object of this dissertation work is the language units that make up the concept. The subject of the study linguacultural and linguocognitive aspects of the category of modality in the English language. The purpose of this work is to determine the culturally determined specificity of the content of the concept. This goal is realized by solving the following specific tasks: 1) determine the terminological base of the study on the basis of an analytical review of scientific papers on the problems of the interaction of language, consciousness, culture; 2) explore the content plan of modalities and opportunities, clarify its semantic range; 3) to determine the significance of the linguocognitive approach to the study of the category of modality; 4) develop a research method and carry out analysis to determine the linguacultural specifics of the modality of possibility; 5) determine the structure and content of the concept opportunity in English; To solve the tasks set, linguistic methods are used in the work: methods of observation of linguistic material, contextual analysis, analysis lexical meaning of the word in the definitive version, metaphorical analysis.

The scientific novelty of this work lies in the development of a methodology for the LC analysis of lexical and grammatical units. In the course of the study, facts were established that testify to the possibility of considering the phenomena of the grammatical system as cult urologically marked. In the process of studying the linguacultural concept, a research procedure is proposed for analyzing grammatical material within the framework of the direction.

This book is very timely given the growing interest in case studies in the software engineering community and the realization by many that case studies give us a good understanding of what is really going on in the real world.

What is the use of our research if we do not really understand what is really going on and cannot provide useful information to organizations focused on their practical needs? Conducting case studies in software engineering and ensuring they are thorough is not easy. While there is a long history of case studies in the social sciences, it has been difficult to translate their research principles into the field of software engineering. This book will help both experienced and novice case researchers improve their research methodology. The authors provide exhaustive examples thematically studies carried out by them and others. They also critique examples. This is very useful for researchers wishing to conduct a case study and will help them avoid some of the problems that the authors and other researchers have already encountered.

In a case study, we study some phenomenon in its real conditions. Our "unit of analysis" can be an aspect of a software development project, a software development methodology and its use in an organization, a software development unit within an organization, or all or a portion of a new or current...

Writing texts emphasizes a hands-on approach to composition and allows students to understand what goes into writing text and learn from the practice of other writers. Extensively rewritten and updated from Walter Nash's earlier *Designs in Prose* volume, the focus is on general compositional theory in both traditional and original terms, so that students are introduced to the basic resources of composition, in grammar and in vocabulary.

The essence of each chapter is to discuss examples of texts, sometimes invented by authors, but more often taken from the works of authors writing in various styles of English. This hands-on approach is most evident in the final section of the book, where detailed project suggestions and exercises strengthen the connection between theory and practice and encourage students to develop their creative flair and tailor their writing style to specific audiences and contexts. In addition, this section is cross-referenced to the main text, allowing students to can easily refer to the relevant chapter.

As you put together the beginning and end of your manuscript, you may wonder what the difference is between a preface and introduction. These are three separate and very important elements that appear on the front pages of books, and each of them has its own special functions. The roles of these works are often confused. You need to be able to distinguish between each of these elements so that as a writer, you can correctly tag this content in the right place in your book. Different types of books require different elements, and you don't necessarily need every one of them in your manuscript. Most non-fiction works will include at least one of these manuscript elements, if not all three, and works of fiction will most likely include none of them. Let's take a look at each of these elements and find out what each of them should contain: The preface is written by someone other than the author and tells readers why they should read the book. The preface is written by the author and tells readers how and why the book appeared.

The introduction introduces readers to the main topics of the manuscript and prepares them for what they can expect. Foreword The preface is not written by the author, but by someone else. These people are usually experts in the field the book is about. If you are planning to include a foreword in your book, you should first consider who you might ask to write the foreword and how much value it will add to your content. Do you have appropriate links to connect with someone well known in your area of expertise who can write this article for you? Name recognition is key. Think of the preface as the final recommendation for the book. A big name attached to the preface can be quite helpful when it comes time to market your book.

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Introduction The introduction is much more closely related to the content and essential to understanding the book, but it is clear enough that it should be kept separate from the rest of the text. In the introduction, you should describe the promise of the book and any necessary definitions or methodology, necessary for its understanding. In the introduction, you want to explain what your book is about, covering the main topics.

What will your readers get from reading your book? What's in it for them? That's where you do your thing. These three basic elements of a manuscript can be very important parts of your future book, and it's good to have an idea of what they are and what they bring to your readers so that you can use them correctly and effectively. Availability of the necessary information on site and the right title can bring great value to your book.

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