

## PRAGMATIC FEATURES OF ALLUSIVE UNITS IN POETIC TEXTS

Mastura Ablaxat qizi Karimova

Lecturer at the Department of Uzbek Linguistics

National University of Uzbekistan

m.karimova94@nuu.uz

### Abstract

The article highlights the specific features of the pragmatic analysis of poetic texts, focusing on the issues of communicative interaction between the author and the listener. In this context, the role of presupposition and hidden context within the poetic text is analyzed. Furthermore, based on H. P. Grice's communicative principles, the pragmatic value of poetic expression and the significance of allusive units in literary texts are revealed.

**Keywords:** Pragmatics, poetic text, presupposition, hidden context, communicative interaction, Grice's maxims, allusion.

### Introduction

In the analysis of poetic texts, a comprehensive study of their pragmatic aspects is of paramount importance. In poetic texts, which are compact in volume yet infinite in meaning, the speaker's choice of expression is a key factor in conveying the theme and idea. The pragmatic analysis of texts has been reflected in the monographic studies of scholars such as Sh.Safarov and M.Hakimov. In a text, a distinction is made between concise expression and presuppositional content. As the listener perceives the author's thought, they must determine what the speaker intended within the concise form. To achieve this, it is essential for the listener to derive a semantic conclusion "B" from the speaker's specific expression "A". This requires the listener to be aware of the context and the communicative situation associated with the utterance. V.Mirkin states that "*hidden context*" must also be identified in text analysis. According to the scholar, "the concept of hidden context is inextricably linked with the listener's position. Hidden context, in turn, is related to the listener's knowledge about the speaker. In this regard, we examine aspects related to the introduction of allusive units into poetic texts.

According to H.P.Grice's maxims, the following requirements exist for successful communication:

- Quantity: The information must be sufficient and complete.
- Quality: The information must be true and accurate.
- Relation (Relevance): Only necessary and logically relevant information should be provided.
- Manner: The thought must be expressed clearly and comprehensibly.

These requirements determine the pragmatic value of speech, as the primary goal of speech is to address the addressee. The addressee perceives not only the meanings of the speech but also its communicative purpose. Consequently, the following features of speech are discussed:

- The completeness and significance of the information.
- The value of the information for the author or the addressee.
- The logicity and appropriateness of the spoken sentence.



• The method of expressing thoughts, its human-centeredness, and stylistic features. Allusion is a stylistic feature of the author and carries more significance than direct nomination. Allusion is a means for the author to expand the perceivable meanings of the text. To understand these additional meanings, the background knowledge of the addressee is crucial.

Thus, the insufficiency of information in the direct description of the denotate (basic meanings) is compensated for by allusion, which complicates the method of expressing thought. If the addressee correctly understands the author's intention, the amount of information reaches the required level. Otherwise, due to insufficient information, it becomes difficult to grasp the deep meaning of the speech.

In evaluating communicative success based on Grice's principles, the following criteria are introduced:

- Upper limit of effectiveness: Communication has fully achieved its goals.
- Lower limit of effectiveness: Some goals were not realized, yet mutual understanding was achieved.
- Ineffective communication: A situation where part or all of the information remained misunderstood.

Agreement between the subjects of communication on a certain issue is the basis of communication. Therefore, the comprehension of speech depends on understanding its meanings. The informative adequacy of speech is assessed based on the level of the addressee's actual knowledge.

We analyze the information content of allusive messages through examples:

*Mana bu chamberak "Kaissa-9"*

*"ChS-7" bilan shaxmat suradi*

*Manov sandiq esa uch kundan buyon*

*Bo'lajak shaharga reja quradi. [E.Vohidov, Tanlangan asarlar]*

In the given text, not everyone equally understands the names given in quotation marks. Primarily, an audience of addressees such as the author's peers, older generations, or chess experts can understand these terms and perceive the text without difficulty or distraction. This text is somewhat incomprehensible to younger addressees. "Kaissa" is the name of a chess program developed in the Soviet Union in the 1960s–1970s. "Kaissa-9" refers to the 9th version or an improved model of this program. This represents complex combinations in chess performed by a machine; thus, it appears in the text as a symbol of scientific development. "ChS-7" is a technical device designed for calculating chess strategies.

*Yuzlaringni yoritgan shu sharq ziyosi,*

*Dardlaringni aritgan shu sharq ziyosi.*

*Sinoning etagin o'pib Ovruposi,*

*Amriqosi Beruniydan qolgan dunyo. [M.Yusuf, Saylanma]*

In this text, allusive units are given in a slightly modified form: *Sino* (Ibn Sino/Avicenna), *Ovrupo* (Europe), *Amriqo* (America). The addressee recognizes these historical allusive units at first glance and understands that Eastern thinkers served as examples to the world with the light of knowledge. However, not everyone envisions the factual reference equally. It requires specialized knowledge from the addressee to know that in Europe (at the universities of Paris, Bologna, Oxford) during the 12th–16th centuries, Ibn Sino's works, particularly "Al-Qanun fi't-



Tibb” (The Canon of Medicine), were taught as the main medical textbook for many years; and that although the names of Christopher Columbus and Amerigo Vespucci are cited in the discovery of America, Abu Rayhan Beruni had already predicted the existence of this continent through his works.

*Alp o‘g‘lonlar o‘lkasidir O‘zbekiston,*

*Erkli elning qanotlari, ilm istang.*

*Yarim jahon bunyod etgan **Sohibqiron,***

***Alisherning avlodlari,** ilm istang. [M.Yusuf: Saylanma]*

The content of this text and its allusive units are easily understood by all Uzbek addressees without explanation. The historical allusive units like *Sohibqiron* (Amir Temur) and *Alisher Navoiy* resonate with the general meaning of the text. According to Grice’s principle, the upper limit of effectiveness is achieved here. In the first example, a full explanation and additional information are required. In the second example, the process of comprehension is relatively easier: even if the addressee does not know the specific facts, they can derive the general meaning. The main reason for this is the fame and frequency of use of the allusive names. The terms in the first example are hardly used among the public. In the second and third examples, the anthroponyms considered historical allusions are world-famous, precedent names frequently used in literary texts.

Intertextual allusions perform not only a nominative function in communication but also an emotional-stylistic function. Through them, the author conveys their attitude and feelings to the addressee, attracts their attention, and forms a deeper emotional response to the information.

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