ISSN:2828-6235
Impact factor:13.77

International Journal of Literature and Language Studies(IJLLS)

O‘ZBEKVA INGLIZ LINGVISTIKASIDA TEMA VA REMANING MUAMMOLARI TADQIQI

Mo‘minovaXusniyaxon Nurmuhammad qizi
husniyabonumominova98@gmail.com
Farg‘ona viloyati Quva tumani 37-umumiy o‘rta maktab
Ingliz tili fani o‘qituvchsi
Обсуждение проблем Тема и Рема в лингвистике узбекского и английского языков
Муминова ХусниянханНурмухаммедовна
husniyabonumominova98@gmail.com
Средняя общеобразовательная школа № 37 Кувинского района Ферганской областиучитель английского языка
Discussion of the problems of the Theme and Rheme in Uzbek and English linguistics
Muminova Khusniyakhon Nurmukhammad kizi
husniyabonumominova98@gmail.com
Secondary School No. 37, Quwa district, Fergana region
English teacher
doi:https://doi.org/10.5281/zenodo.23155259

Annotatsiya: Mazkur maqola ingliz va o‘zbek tillari tema va rema muammolarini leksik-semantik jihatdan olib borilgan qiyosiy tahlil natijalarini yoritib, o’zbek va ingliz tili terminologiyasida ma’no kengayishi va ma’no torayishi hodisalari bilan tanishtirib o‘tadi. Maqoladan ko‘zda tutilgan maqsad o’zbek va ingliz tili tizimida leksik modifikatsiyalarning yuzaga kelish sabablari, shart-sharoitlarini aniq misollarda asoslab berishdan iborat. Shuningdek, ushbu tadqiqot ishi har ikki til terminosistemasida, xususan, tema va rema terminlarida ma’no bo‘yoqdorligining ifodalanish darajasini aniqlash, kengayishi va torayishi holatlarining tadqiq etish vazifalarini qo‘yadi.
Kalit so‘zlar: tema, rema, terminlar, ma’nokengayishi, ma’notorayishi, leksik-semantik munosabat.

Аннотация: В данной статье освещаются результаты лексико-семантического сравнительного анализа тема и проблем рема английского и узбекского языков, знакомятся с явлениями расширения смысла и сужения смысла в терминологии узбекского и английского языков. Цель статьи-на конкретных примерах обосновать причины, условия возникновения лексических модификаций в системе узбекского и английского языков. Также в данной исследовательской работе ставятся задачи исследования случаев расширения и сужения, определения степени выраженности смысловой окраски в обеих языковых терминосистемах, в частности, в терминах темаирема.
Ключевые слова: тема, рема, термины, расширение смысла, сужение смысла, лексико-семантическая связь.

Annotation: this article will highlight the problems of the theme and rheme of English and Uzbek languages and introduce the results of a lexically-semantically conducted comparative analysis with the phenomena of expansion of meaning and narrowing of meaning in the terminology of Uzbek and English. The purpose of the article is to justify the reasons, conditions for the occurrence of lexical modifications in the Uzbek and English language system in specific examples. Also, this research work puts the research tasks of determining the degree of expression,

expansion and narrowing of the meaning coloring in both language therminosystems, in particular in the terms theme and rheme.

Keywords: theme, rheme., terms, meaning expansion, meaning narrowing, lexical-semantic relationship.

Introduction: The concepts of theme and rheme are essential in both Uzbek and English linguistics, playing a crucial role in sentence structure and meaning. Here's an overview of the problems associated with these concepts in both languages. In each language, many words that have long been known over timesignificant changes occur. Change in meaning of lexical unitsin addition to naming a new reality, it is also possible to expand the vocabulary of the language andhelps to enrich. The acquisition of a new meaning of the dictionary unit is a new wordleads to its occurrence, and with this, linguistic semantics is strengthened.Any change that occurs in the meaning of words is its etymologicalconnects the connection with the root in some way. Noam Chomsky, an American linguist, has explained the interaction of theme and rheme for syntactic and semantic analysis as follows: "The interplay of theme and rheme is important in illuminating the structural and semantic aspects of a sentence. The theme functions primarily as the starting point of a sentence, while rhema's role is to present novelty and new information[1]" Chomsky is credited with providing an in-depth scientific approach to the influence of tema and rheme on the structures of language and also english linguist M. A. K. Halliday commented on the role of tema and Rema in the communicative system as follows: "A theme is an element that is at the center of a sentence, that is, the determinant of the predicate, indicating which information is fundamental. rheme, however, expands on this information, filling it with novelty[2]" Halliday focused on the important role of the English-language theme and Rema in linguistics.

There are so many Uzbek and English linguists that has been leraned the problems theme and rheme: Mukhammadjonov A, Khodjaeva D, Rakhmonov I, Baker M, Thompson G and others.

1. Mukhammadjonov A.- Known for his work on discourse analysis in Uzbek linguistics, he has examined how theme and rheme function in Uzbek sentences and their implications for coherence in texts. Focus: Syntax and semantics in Uzbek language. Contribution: Analyzed the structure of sentences in Uzbek, including the identification of theme and rheme.
2. Khodjaeva D.- Her research often focuses on syntax and semantics in Uzbek, exploring how thematic structures influence meaning and information flow. Focus: Comparative linguistics between Uzbek and English. Contribution: Explored how theme and rheme are expressed differently in both languages and the implications for translation.
3. Rakhmonov I. - He has contributed to understanding the pragmatic aspects of theme and rheme, analyzing how these concepts affect communication in Uzbek. Focus: Discourse analysis in Uzbek. Contribution: Investigated how context influences the identification of theme and rheme in spoken and written discourse.
4. Baker M. Focus: Translation studies and linguistics. Contribution: Although primarily focused on English, Baker's work on thematic structures has implications for understanding theme and rheme in translation between English and other languages.
5. Thompson, G. Focus: Discourse analysis and functional grammar. Contribution: Studied thematic progression in English, offering insights that can be compared with similar structures in Uzbek.

[1] Chomsky, N. (1965). Aspects of The Theory of Syntax.

[2] Halliday, M.A.K. (1967). Notes on Transitivity and Theme in English

The terms theme and rheme have been defined according to various criteria: The theme is often understood as 'known,' 'given,' 'previously mentioned,' or 'presupposed' information present in the context, while the rheme is defined as the negation of these characteristics. Although each of these criteria is relevant to a certain extent, they nevertheless do not suffice for a proper definition. For one thing, the terms used in the definition are themselves imprecise and need clarification. Another problem is that there are numerous counter examples: in the question-answer pair Who did you see? Your mother, the mother is known to both of the speakers but is nevertheless the rheme of the answer.

The unclear concept has given/new information cannot be clarified with the feature previously mentioned:

e.g. Numerous journalists managed to get into the courtroom. The judge pointed out to the journalists that…

Theme (in some sources, also "topic," "background," or "presupposition") is the semantic point of departure of a clause (or more broadly, discourse) about which some information is provided:

1) Tom likes traveling.2) Our friends have invited us.

In these examples, the theme (Tom/our friends) is in the initial position. This is the most common position for the theme in English. Due to the SVO (subject-verb-object) structure of a typical English sentence, the theme is often the subject of the sentence; however, passive voiceviolates this rule. It is worth mentioning that in some other languages (e.g. Japanese), the commonplace for a theme is the end of a sentence. In languages with free word order (e.g. Ukrainian), the theme can be found in the middle of a sentence.

Rheme (in some sources, also "comment," "focus," or "pre dictation") is the destination where the presentation moves after the departure point: 3)Tom likes traveling.4) Smoking is harmful to our health.

In examples 3 and 4, rheme is represented by "like traveling" and "is harmful to our health". Structurally, rheme usually follows a theme in English. Theme – rheme relationship produce cohesion(Bussmann, 1998) making parts of a sentence a communicative whole.

The boundary between Theme and Rheme is simple but not always obvious enough resulting in numerous cases of terminological confusion which are further enhanced by the various definitional criteria. Thus for 'theme', we find the terms 'topic,' 'background,' 'presupposition,' and for 'rheme,' 'comment,' 'focus,' 'predication' (in various combinations).

For example in sentences such as:

- The man told me where to go

The theme is The man because that is what the sentence is all about.

- My house in London is valuable but not for sale

The theme is My house in London.

We should not, however, confuse theme with subject, which is a grammatical rather than a communicative category, or agent, which is a different grammatical category present in passive expressions, because, for example:in a sentence such as: Yesterday afternoon, we went to the park

The theme is Yesterday afternoon, because, in communicative terms, that is what the speaker is talking about. It is not, however, the grammatical subject but an adverbial noun phrase. The subject is we but that does not occur as the theme because it is actually part of the rheme.

in a sentence such as:

Spending time at the zoo is just what the children like best

The theme is Spending time at the zoo which is also the grammatical subject but formed by nominalising a non-finite verb phrase.

- in a sentence such as:

Because it was raining, we stayed in and watched TV

The theme is Because it was raining and that is a clause in itself and not the subject of anything. It is, however, also a subordinate clause which cannot stand alone and make sense.

- in a sentence such as:

The grass is kept short by the sheep

The theme is The grass which is a noun subject but not the agent (it is the patient in a passive sentence).

- in a sentence such as:

The people who wanted a refund went to the manager's office

The theme is The people who wanted a refund because that relative clause structure is the starting point from which the rest of the utterance may be understood.

- in a sentence such as:

Over that hill and across the bridge is where you need to go

The theme is Over that hill and across the bridge which is a combination of two prepositional phrases. In functional grammar, the prepositional phrases would usually be described as location Circumstances, by the way, but, in this case, Circumstances functioning as themes.

- in a sentence such as:

The car has been repaired

The theme, rather obviously, is the car because that is what the rest of the clause is concerned with. It is not, however, the subject of the verb, it is, in grammatical terms, the patient (i.e., the entity on which the verb acts) and the agent (perhaps the workshop or the mechanic) is absent in this case because it is of no importance or already known to the hearer / reader and need not be made explicit.

The results of our linguistic analysis the theme is the topic of the sentence, what the sentence is about. It usually appears at the beginning of a sentence.The rheme provides new information about the theme. It typically follows the theme and elaborates on it.

1. Problems in Uzbek Linguistics:*Word Order Flexibility: Uzbek has a relatively free word order compared to English. This flexibility can lead to ambiguity in identifying the theme and rheme, as different arrangements can change the focus of the sentence. *Context Dependence: The understanding of theme and rheme in Uzbek often relies on context. Without sufficient context, it might be challenging to determine what constitutes the theme or rheme.*Lack of Clear Markers: Unlike some languages that have specific grammatical markers for theme and rheme, Uzbek may not always provide clear indicators, complicating analysis.

2. Problems in English Linguistics

*Fixed Word Order: English typically follows a Subject-Verb-Object (SVO) structure, which can make it easier to identify themes and rhemes. However, this rigidity can also limit expressive possibilities compared to more flexible languages.*Inversion and Emphasis: In English, certain constructions (like questions or sentences emphasizing a particular element) may alter the expected order, complicating the identification of theme and rheme. *Ellipsis and Context: In conversational English, ellipsis (omission of elements) can obscure the theme-rheme structure, as listeners must rely on context to fill in gaps.

3. Comparative Issues: Translation Challenges: When translating between Uzbek and English, maintaining the integrity of theme and rheme can be problematic. The differences in structure and focus may lead to misinterpretations or loss of nuance. *Cultural Context: The importance placed on theme and rheme can vary culturally. What is considered important information in one language may not hold the same weight in another, affecting how sentences are constructed.

Conclusion: Understanding theme and rheme is vital for effective communication in both Uzbek and English. While both languages utilize these concepts, their application varies

significantly due to structural differences, cultural contexts, and syntactic rules. Linguists and language learners must be aware of these challenges to enhance comprehension and translation accuracy.By familiarizing oneself with the common mistakes people make when using theme and rheme interchangeably, one can avoid these errors and effectively utilize theme and rheme within their writing. Understanding the distinction between theme and rheme, acknowledging the importance of theme, accurately identifying them within a sentence, maintaining simplicity in sentence structure, and ensuring consistency are key factors for achieving clear and cohesive communication.

References:

1. Halliday, M.A.K. (1967). Notes on Transitivity and Theme in English.
2. Halliday, M. A. K. (2004). An introduction to functional grammar (C. M. I. M. Matthiessen (Ed.); 3rd ed.). Routledge.
3. Butt, D, Fahey, R, Feez, S, Spinks, S and Yallop, C, 2001, Using Functional Grammar: an explorer's guide, Sydney: NCELTR
4. Halliday, MAK, 1994, An introduction to functional grammar: 2nd edition, London: Edward Arnold
5. Lock, G, 1996, Functional English Grammar, Cambridge: Cambridge University Press
6. Danes, F. (1974). Functional sentence perspective and the organization of the text. Papers on Functional Sentence Perspective, 23, 106–128. https://doi.org/10.1515/9783111676524.106
7. Danes, F. (2004). Universality vs. culture-specificity of emotion. In E. Weigand (Ed.), Emotion in Dialogic Interaction Advances in the Complex. John Benjamins Publishing Company.
8. Eggins, S. (2004). An introduction to systemic functional linguistics (2nd ed.). Continuum International Publishing Group.
9. loor, M., and T. Bloor, (1992). Given and new information in the thematic
10. organization of text: An application to the teaching of academic
11. writing. Occasional Papers in Systemic Linguistics,Vol 6,pp: 33-44.
12. Daneš, F., (1974). Functional sentence perspective and the organization of
13. the text. In F.Daneš(Ed.), Papers on Functional Sentence Perspective.
14. (pp. 106-128).Prague: Academia.
15. loor, M., and T. Bloor, (1992). Given and new information in the thematic
16. organization of text: An application to the teaching of academic
17. writing. Occasional Papers in Systemic Linguistics,Vol 6,pp: 33-44.
18. Daneš, F., (1974). Functional sentence perspective and the organization of
19. the text. In F.Daneš(Ed.), Papers on Functional Sentence Perspective.
20. (pp. 106-128).Prague: Academia.
21. loor, M., and T. Bloor, (1992). Given and new information in the thematic
22. organization of text: An application to the teaching of academic
23. writing. Occasional Papers in Systemic Linguistics,Vol 6,pp: 33-44.
24. Daneš, F., (1974). Functional sentence perspective and the organization of
25. the text. In F.Daneš(Ed.), Papers on Functional Sentence Perspective.
26. (pp. 106-128).Prague: Academia.