



## LINGUISTIC SIGN OF LINGUOSEMIOTIC MODELS

Havaskhan Shokirova Nurmamatovna  
Associate Professor of Fergana State University,  
Doctor of Philological Sciences

### Annotation

This article talks about linguosemiotic models, their reflection in speech, their essence and linguistic sign.

**Key words:** semiotic system, sign, interpretant, semantics, sigmatics, syntactics, pragmatics, set of relations, iconic, index, symbol, representative, expression.

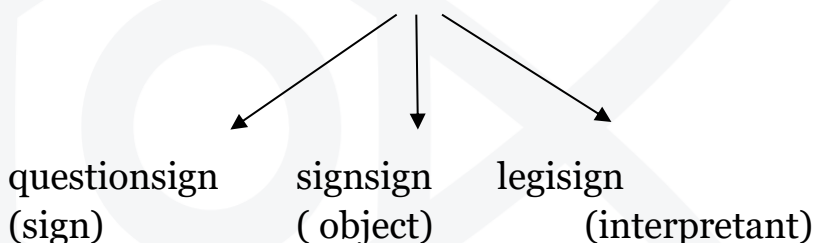
A sign is an influencing system. Any sign has its own effect. By Charles Peirce, this kind of influence is called interpretanta. No matter how much the scientists find the semiotic system of Ch. Peirce "lacks scientific and logical basis", his ideas are an important theoretical basis not only for philosophical pragmatism, but also for linguopragmatics, which was formed fifty years after him. In addition, it is extremely important to bring the concept of "interpretanta" to science. The scientist emphasized that this concept of the semiotic process (semiosis) is the process of active speech movement, because the person under the influence of the perception of the linguistic sign - the listener, has various emotions, a certain desire for action arises in the speech environment, and the need arises. will

The semiotic system, as proposed by Ch. Peirce, has a certain degree of coherence and logical integrity. The scientist proved that thinking, understanding, consciousness exists with the help of symbols:

Thinking is → a concept → consciousness = sign

He described semiosis as follows:

Semiosis



Ch. Peirce's classification clarified the perceptions of the sign. After dividing the signs into three categories (numerical-iconic, indexical, symbolic), they were approached according to their different aspects:





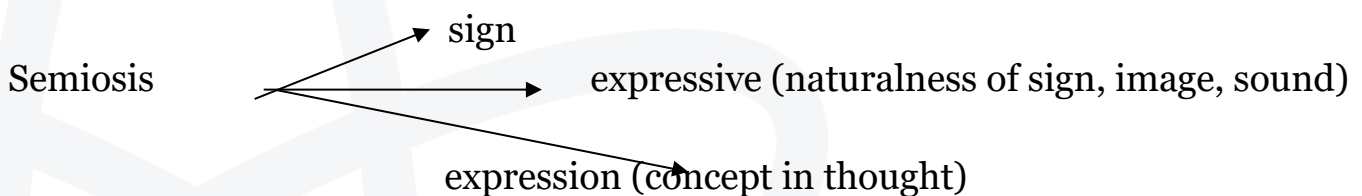
1. **Date characters.** In such signs, the signifier has a certain degree of similarity with the signified, for example, the image of animals is represented as a sign. Iconic, that is, historical characters are expressed on the basis of life history. These include pictures, x-rays, schematics, diagrams.

2. **Index characters.** In such signs, the signifier is connected to the signified by a cause-and-effect or other relationship: proximity, connection in space and time, etc. For example, smoke is considered an index sign of fire. Symbols like this show the content of the plan: road sign, signature, Eiffel Tower - symbol of Paris, business cards, advertisements.

We see such signs widely in our national life: the smell of oil indicates the presence of food or a kitchen, the smell of frankincense comes to mind when the ready-dried condition of the frankincense plant is suitable for sale, or an action that must be performed to avoid contact with the eyes and to avoid disease. is a tool symbol.

3. **Symbols.** In such signs, there is a conditional, unmotivated relationship between the signifier and the signified. This relationship is free and based on certain rules. In this respect, linguistic signs are similar to symbols. It occupies a special place in the typology of signs. The symbol is reflected without any common connection with the content of the plan: a rose is a symbol of love, a dove is a symbol of peace, a coat of arms is a symbol of a country, a currency is a material transaction, etc.

The linguist F. de Saussure expresses his thoughts about semiosis a little differently:



In this semiosis structure of F. de Saussure, the object given by Ch. Peirce is not given. Ch. Peirce, unlike others, represents the relationship of the sign to the object. In this regard, the model provided by the scientist ROYakobson also means specific concepts, shows that expression is always related to the person who expresses it, and supports the views of C. Peirce:



The logician Ch. Morris condensed the system of sixty types of symbols of Ch. Peirce and created a model of universal symbols. According to him, the sign's meaning



formed in the process of activation -  $M$  consists of the sum of the following relations:  $M_e$  - the relation of the sign to the perceived object - semiotics;  $M_r$  - attitude of the sign to its user - pragmatics;  $M_f$  is the relationship of the symbol in the general system - syntax. So, the meaning of the symbol is the sum of  $M = M_e + M_r + M_f$ . This paradigm is the model of semiotic relations of Ch. Morris.

Relying on the opinion of A. Nurmonov regarding the interpretation of this paradigm of Ch. Morris, we explain it by the following formula: semiotics - pragmatics + syntactics = sum of relations. Signs come into action for relationship building. If we include sigmatics in the above paradigm, a new paradigm will be formed: semantics + sigmatics + syntactics + pragmatics = sum of relations - constitutes semiotics.

It is difficult to agree with critical opinions such as "...it leads to its extreme idealization and its materiality is lost" in the teaching of Ch. Peirce. "No problem can be caused by a sign performing the function of showing," wrote Ch. Peirce. Representation is a universal feature of a holistic language system. Since the meaning of the symbol is fully described, it is important to define the rules of its use. The sign of the sign is mainly determined by sound. Even if an entity has an iconic medium, its existence, intrinsic quality, or other value may be implicitly asserted. Unlike others, an icon tool is a member of a class of objects capable of executing the same icon - a task executor. Perhaps any empirical science can serve as a search for reliable signs, and the development of any science is undoubtedly related to the signs of language.

Yu. Stepanov: "Sign analysis is the study of syntactic, semantic and pragmatic changes in specific situations of semiosis; is to clarify the law of application of the characteristics of the given sign. "Sign analysis, i.e., descriptive semiotics, may have been created based on the universal sign principle of scientific research. " Semiotics always deals with relations because it is responsible for applying the logic of relations. PVGankrelidze points out that the debates in linguistics about whether a linguistic sign is motivated or not are related to different approaches to the relation of the structural elements of the sign. The principle of studying and analyzing the theory of signs in three aspects - semantic, syntactic and pragmatic aspect shows that it is related to the language system and the language sign. Studying the system in the semantic and syntactic aspect may not correspond to the result of studying it in the pragmatic aspect. Therefore, it states that the language sign, like any other semantic sign, should be defined not only on the basis of the relationship between the signifier and the signified, but also through the level of representation of a certain sign with another sign in the system and the level of the signified. In other words, when determining the sign of the semiotic system, it is necessary to take into account the "vertical" relationship between the participants of the sign, that is, the "vertical"





relationship between the signifier and the signified, and the "horizontal" relationship between the signifier and the signified. "Horizontal" relationship "vertical" from the relationship different respectively two planned to the feature have \_ Because it is linguistic sign of participants two side - representatives and expressions between \_ relationships requirement is enough The author "horizontal" relation two planning the following scheme through reflection makes :

A sign is a representation  $\longleftrightarrow$  B sign is an expression

In conclusion, both sides of the sign are important. A relationship is incomplete without one of them. According to TVGamkrelidze, the linguistic sign is the essence determined by the above two different relations. Therefore, the characteristic given to him only through one of the above relations, without taking into account both relations, will always be one-sided. F. de Saussure's opinion that there is no motivational relation in the linguistic sign is based only on the vertical relation of the linguistic sign. Semiotics, that is, the sign process, is expressed in five different types of relations ( V, W, X, U, Z ). The sign (V) in some cases attracts the interpretant (W), calls, reacts with the interpretant (X), the signification (U) represents the appearance of the object, and the context (Z) represents the situation. Coincidentally, wherever there is a relationship, there is a sign, an interpreter, an interpretant, a signification, a context that meets the sign. Considering the main goal of semiotics, it is appropriate to express this theory through its essence.

## REFERENCES

1. Dilshodbek o'g'li, R. S., & Boxodirjon o'g'li, V. A. (2022). XORIJ PSIXOLOGLARINING ISHLARIDA SHAXSNING TADQIQ ETILISHI. *INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION*, 1(12), 39-47.
2. Vosiljonov, A. (2022). LINGVISTIK TADQIQOTLARDA KORPUS O 'RGANISH OBYEKTI SIFATIDA. *IJTIMOY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI*, 2(11), 176-182.
3. Vosiljonov, A. (2022). Basic theoretical principles of corpus linguistics. *Academica Globe: Inderscience Research*, 3(2), 1-3.
4. Vosiljonov, A. (2022). PRAGMALINGVISTIKA VA UNING TAHLILY SHAKLLANISH TARIXI. *Science and innovation*, 1(B8), 99-105.
5. Ботирова, Н. (2020). Обучающие возможности тестовых технологий. *Профессиональное образование и общество*, (3), 68-71.
6. Ботирова, Н. Д. (2019). Развитию продуктивного мышления младших школьников. *Гуманитарный трактат*, (61), 4-6.







7. Ботирова, Н. Д. Развитию продуктивного мышления младших школьников development of productive thinking of younger schoolboys. Журнал выпускается ежемесячно, публикует статьи по гуманитарным наукам. Подробнее на, 4.
8. Ботирова, Н. Д., & Алимджонова, М. Ю. (2022). БЎЛАЖАК БОШЛАНГИЧ СИНФ ЎҚИТУВЧИЛАРИНИ ЭВРИСТИК ФАОЛИЯТИНИ РИВОЖЛАНТИРИШНИНГ ТАШКИЛИЙ ОМИЛЛАРИ. Scientific progress, 3(4), 519-524.
9. Botirova Nasiba Djurabayevna INNOVATIVE TECHNOLOGIES IN TEACHING MATHEMATICS . Eastern European Scientific Journal Germany. 128 – 132 p. <http://www.auris-verlag.de>
10. Alimjanova, M. (2020). PEDAGOGICAL SYSTEM OF FORMATION OF RESPONSIBILITY IN PRIMARY SCHOOL STUDENTS ON THE BASIS OF NATIONAL VALUES. Theoretical & Applied Science, (4), 914-917.
11. Alimjonova, M. Y. (2021). The role of the national values in the history of pedagogical education. ACADEMICIA: An International Multidisciplinary Research Journal, 11(3), 1040-1044.
12. Alimjanova, M. (2021). ABOUT GENDER STEREOTYPES. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 2(06), 72-76.
13. Janabergenova, A. J. (2018). Organization and Forms of Students' Independent Work on Higher Mathematics at Pedagogical University. Eastern European Scientific Journal, (2).
14. Janabergenova, A. J. (2021). Setting Goals on Smart Techniques and Affecting Student Motivation. Annals of the Romanian Society for Cell Biology, 9333-9336.
15. Askarova, D. (2022). FORMATION OF CREATIVITY AND BOOKREADERS QUALITIES IN HIGHER EDUCATION INSTITUTION. Science and innovation, 1(B8), 1039-1044.
16. Askarova, D. I. (2022). The Role Of Folk Pedagogy In The Development Of Creativity Of Students Of Higher Educational Institutions. Oriental Journal of Social Sciences, 2(02), 89-96.
17. Dilafruz, A. (2022). Maktabgacha Yoshdagi Bolalarda Va Oilada Gender Xususiyatlarni Shakllantirish Omillari. Innovation In The Modern Education System, 2(18), 183-189.
18. Askarova, D. I. (2022). USE OF INTERACTIVE METHODS IN DEVELOPING CREATIVITY OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 3(10), 92-97.





19. Askarova, D. I., & Jabborova, M. K. (2022). The Introduction Of Gender Issues In Preschool Education On The Example Of Folk Pedagogy. *Oriental Journal of Social Sciences*, 2(05), 81-87.
20. Nurmatovna, K. S. (2021). The object of pragmatics—the basic of progmatival approach. *Thematics Journal Of Social Sciences*, 7(5).
21. Hakimov, M. X., & Shokirova, H. N. (2021). Personal dexterity options. *Academicia: An International Multidisciplinary Research Journal*, 11(5), 789-797.
22. Erkinovna, N. S. (2022). Educational Methods in Teaching the Russian Language. *American Journal of Social and Humanitarian Research*, 3(11), 260-263.
23. Erkinovna, N. S. (2022). THE IMPORTANCE OF LISTENING SKILLS IN LEARNING THE RUSSIAN LANGUAGE. *INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION*, 1(12), 138-145.
24. Erkinovna, N. S. (2022). MECHANISMS OF EFFECTIVE TEACHING OF FOREIGN LANGUAGES USING INNOVATIVE METHODS. *Uzbek Scholar Journal*, 11, 132-135.
25. E. Najmiddinov, A. Rasujonov, & J. Rahimov (2022). FARG'ONA VODIYSI SUV HAVZALARIDAGI BALIQLAR GELMINTLARI. *Science and innovation*, 1 (D8), 145-151. doi: 10.5281/zenodo.7335759
26. Najmiddinov, Eldor , Rasuljonov, Adhamjon, & Rahimov, Javohir (2022). FISH HELMINTHS IN FISH RESERVOIRS OF FERGANA VALLEY. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (10), 1049-1054.
27. E. Najmiddinov (2022). ЎЗБЕКИСТОНДА “ИХТИОЛОГИЯ ВА ГИДРОБИОЛОГИЯ” СОҲАЛАРИНИ РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ. *Science and innovation*, 1 (D8), 152-160. doi: 10.5281/zenodo.7335800
28. E. Najmiddinov (2022). ТАБИАТНИНГ МАКТАБГАЧА ТА’ЛИМ YOSHIDAGI BOLALARNI BARKAMOL AVLOD BO’LIB SHAKLLANISHIDAGI АНАМИЯТИ. *Science and innovation*, 1 (B8), 149-154. doi: 10.5281/zenodo.7336353
29. Юлдашев, Э., & Нажмиддинов, Э. (2013). БРАКОНИДЫ (Hymenoptera, Braconidae) РОДА ROGAS NEES ФАУНЫ СРЕДНЕЙ АЗИИ. In *Биоразнообразие и рациональное использование природных ресурсов* (pp. 134-136).
30. Нажмиддинов, Э. Х., Кучбоев, А. Э., Мухаммадиев, М. А., & Соатов, Б. Б. (2021). Эколого-морфологические характеристики нематод рода Rhabdochona-паразитов обыкновенной маринки. *Теория и практика борьбы с паразитарными болезнями*, (22), 387-393.
31. Kuchboev, A. E., Najmidinov, E. K., Mukhamediev, M. A., Karimova, R. R., & Yildiz, K. (2021). Morphological and ecological features of some nematodes of the





genus *Rhabdochona* in marinka obtained from Fergana Valley, Uzbekistan. *Journal of Parasitic Diseases*, 45(4), 1084-1089.

32. Uljaevna, U. F., & Shavkatovna, S. R. (2021). Development and education of preschool children. *Academicia: an international multidisciplinary research journal*, 11(2), 326-329.

33. Shavkatovna, S. R. N. (2021). METHODOLOGICAL SUPPORT OF DEVELOPMENT OF CREATIVE ACTIVITY OF PRIMARY SCHOOL STUDENTS. *Conferencea*, 74-76.

34. Shavkatovna, S. R. (2021). DEVELOPING CRITICAL THINKING IN PRIMARY SCHOOL STUDENTS. *Conferencea*, 97-102.

35. Oljayevna, O., & Shavkatovna, S. (2020). The Development of Logical Thinking of Primary School Students in Mathematics. *European Journal of Research and Reflection in Educational Sciences*, 8(2), 235-239.

36. Shavkatovna, S. R. (2021). Methodological Support for The Development of Primary School Students' Creative Activities. *Texas Journal of Multidisciplinary Studies*, 2, 121-123.

37. Shavkatovna, S. R. (2021). Improvement of methodological pedagogical skills of developing creative activity of primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 289-292.

38. Ra'noxon, S. (2022). BOSHLANG'ICH MAKTAB O'QUVCHILARIDA MATEMATIKAGA MUNOSABAT. *IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIIY JURNALI*, 2(11), 203-207.

39. Шарофутдинова, Р., & Абдуллаева, С. (2022). ФИКРЛАШ ҚОБИЛИЯТИНИ РИВОЖЛАНТИРИШДА МЕНТАЛ АРИФМЕТИКА. *IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIIY JURNALI*, 2(11), 235-239.

40. Asqarov Anvarjon Rahimjon o'g'li. (2022). MAKTABGACHA YOSHDAGI BOLALARNING AQLIY TARAQQIYOTINING RIVOJLANISHIDA O'YIN RIVOJLANTIRUVCHI FAOLIYAT SIFATIDA. *Uzbek Scholar Journal*, 5, 207-209.

41. Askarov, A. (2022). CREATIVE THINKING IN PRESCHOOL SOCIAL PSYCHOLOGICAL ASPECTS OF DEVELOPMENT. *Science and innovation*, 1(B8), 87-91.

42. To'lqinovna, Y. D. (2022). MAKTABGACHA YOSHDAGI BOLALARDA MATEMATIK TASAVVURLARINI SHAKLLANTIRISH METODLARI. *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIIY JURNALI*, 2(11), 25-31.

43. Yuldasheva Dilshoda To'lqinovna (2022). MAKTABGACHA YOSHDAGI BOLALARDA BADIY TASVIRLAR ORQALI IZCHIL NUTQNI RIVOJLANTIRISH. *Science and innovation*, 1 (1), 741-750. doi: 10.5281/zenodo.653521





44. Yuldasheva, D. (2021). AGE AND THE SECOND LANGUAGE ACQUISITION. *ResearchJet Journal of Analysis and Inventions*, 2(04), 124-130.
45. Tulkinovna, Y. D. (2021). On the Principle of Simple to Complex in the Development of Speech in Young Children. *International Journal of Culture and Modernity*, 10, 32-35.
46. Ummatqulov, T. (2022). INSON SOG'LOM BO'LISHIDA VALEOLOGIYA FANINING AHAMIYATI. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 2(12), 80-88.
47. SultonaliMannopov, A., AbdusalomSoliev, U., & TokhirShokirov, R. (2021). Development of Uzbek National Singing Art during Independence. *Annals of the Romanian Society for Cell Biology*, 6845-6853.
48. Rahmonov, U., Ergashev, A., Nazhmetdinova, M., & Usmonova, S. (2021, November). IN THE FORMATION OF THE SOCIO-SPIRITUAL THINKING OF YOUNG PEOPLE IN THE MUSICAL ART OF THE GREAT SCHOLARS OF THE EASTERN RENAISSANCE POSITION HELD. In *Archive of Conferences* (pp. 36-39).
49. Karimovich, U. R., Mamasodikovna, N. M., & Abdullaevich, E. A. (2021). The Role and Importance of Music Clubs in The Leisure of Young People. *Journal of Pedagogical Inventions and Practices*, 2(2), 47-49.
50. Rahmonov, U., Ergashev, A., Atabaeva, S., & Dulfuzakhon, S. Y. (2021, December). THE ROLE OF THE SPIRITUAL ENVIRONMENT IN THE PENETRATION OF POP MUSIC IN UZBEKISTAN. In *Archive of Conferences* (pp. 51-53).
51. Rahmonov, U., Ergashev, A., Atabaeva, S., & Dulfuzakhon, S. Y. (2021, December). THE ROLE OF THE SPIRITUAL ENVIRONMENT IN THE PENETRATION OF POP MUSIC IN UZBEKISTAN. In *Archive of Conferences* (pp. 51-53).
52. Ulugbek, R. (2021, January). AN ANALYSIS OF WORDS WHOSE EMOTIONAL MEANING CHANGES IN MODERN ENGLISH LINGUISTICS. In *Euro-Asia Conferences* (Vol. 1, No. 1, pp. 131-136).
52. Qizi, G. S., & Umarova, N. R. (2021). The use of anthroponyms and pseudonyms in alisher Navoi's gazelles. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 349-353.
53. Tillaboyeva, G., & Umarova, N. R. (2021). ALISHER NAVOIY ASARLARIDA BADIY TAXALLUSLARNING QO 'LLANILISHI. *Студенческий вестник*, (13-5), 70-72.





54. Tillaboyeva, G. S. Q. (2022). ALISHER NAVOIY SHE'RIYATIDA "SHAXS" TUSHUNCHASI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(2), 182-196.
55. Tillaboyeva, G. S. Q. (2022). TILSHUNOSLIKDA LIBOS NOMLARI. *Scientific progress*, 3(4), 506-514.
56. Mohinur, D., & Rahimjon, U. (2022). A Study Of Memory Processes And Their Development In Preschool. *Uzbek Scholar Journal*, 5, 62-65.
57. Rahim, U. (2021, May). SOCIAL FACTORS OF THE INTERDEPENDENCE OF MENTAL AND PHYSICAL ACTIVITY. In *Archive of Conferences* (Vol. 25, No. 1, pp. 6-7).
58. Usmonov, R. (2022). O'SMIRLAR XULQIDA NAMOIYISHKORLIK G'AYRATLILIK XUSUSIYATLARI TADQIQ ETISH METODOLOGIYASI. *Science and innovation*, 1(B8), 127-135.
59. Usmonov, R. (2022). O'SMIRLIK DAVRI SHAXSIGA XOS ILMIIY-NAZARIY YONDOSHUVLAR. *Science and innovation*, 1(B8), 120-126.
60. Raxmonovich, U. R. (2022). O'SMIRLIK DAVRIDA NAMOIYISHKORLIK, G'AYRATLILIK TAJOVUZKORLIK XUSUSIYATLARINING NAMOYON BO'LISHI. *INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION*, 1(12), 87-97.
61. Raxmonovich, U. R. (2022). O'SMIRLIK DAVRIDA NAMOIYISHKORLIK, G'AYRATLILIK TAJOVUZKORLIK XUSUSIYATLARINING NAMOYON BO'LISHI. *INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION*, 1(12), 87-97.
62. Rakhmonovich, U. R. (2022). CHARACTERISTICS OF DEMONSTRATIVENESS, ENTHUSIASM AND AGGRESSIVENESS IN ADOLESCENCE. *Galaxy International Interdisciplinary Research Journal*, 10(12), 820-824.
63. Qurbonova, S. (2022). KICHIK MAKTAB YOSHIDAGI BOLALARDA AQLIY INTELLEKTNING RIVOJLANISHI. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 2(12), 73-79.
64. Қурбонова, С. (2022). ПСИХОЛОГИЯНИ ЎҚИТИШГА ЗАМОНАВИЙ ПЕДАГОГИК ТЕХНОЛОГИЯЛАРНИ ТАТБИҚ ЭТИШ. *MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH*, 2(17), 191-194.
65. Qurbonova, S. (2022, June). ON THE ANALYSIS OF LEXICAL UNITS IN PSYCHOLINGUISTICS. In *International Conference on Research Identity, Value and Ethics* (pp. 512-513).



66. Miralimjanovna, Q. S. (2022). O 'SMIRLIK DAVRIDA TURLI XIL QATLAMGA EGA BOLGANLARNING PSIXOLOGIK XUSUSIYATLARI. *Gospodarka i Innowacje.*, 30, 39-44.
67. Miralimjanovna, Q. S. (2022). CHET EL OLIMLARI TOMONIDAN GURUHDAGI O 'SMIRLAR VA AUTSAYDERLAR MUAMMOSINI O 'RGANILISHNING OZIGA XOSLIGI. *Gospodarka i Innowacje.*, 30, 33-38.
68. Noxida, D., & Saida, Q. (2022). TALABA QIZLARNI OILAVIY HAYOTGA TAYYORLASHNING ETNOPSIXOLOGIK XUSUSIYATLARI. *Galaxy International Interdisciplinary Research Journal*, 10(11), 309-314.
69. Dilshodbek O'g'li, R. S. (2022). The Role Of Physical Culture In Providing The Psychological Health Of The Athlete. *Innovative Developments And Research In Education, Canada.*
70. Dilshodbek o'g'li, R. S. (2022). TALABALARDA TOLERANTLIKNI RIVOJLANTIRISH–IJTIMOIY PSIXOLOGIK MUAMMO SIFATIDA. *Gospodarka i Innowacje.*, 30, 66-70.
71. Dilshodbek o'g'li, R. S. (2022). PSYCHOLOGICAL ASPECTS OF THE SPORTSMAN PERSONALITY DURING COMPETITIONS. *IJTIMOY FANLARDA INNOVASIYA ONLAYN ILMYIY JURNALI*, 2(11), 215-221.
72. Dilshodbek o'g'li, R. S. (2022). Motiv Va Motivatsiya Muammosining Jahon Va Mahalliy Psixologlar Tomonidan Tadqiq Etilganligi. *American Journal of Social and Humanitarian Research*, 3(11), 256-259.