

The Genesis of Riddles in English and Uzbek Linguistics and Productive Linguodidactic Analysis of Them

ABDUJJABBOROVA SHOHISTA ADILJANOVNA
Andijan State Foreign Languages Institute, Uzbekistan

ABSTRACT

This article is devoted to the question of the origin of the riddle. It presents information on the linguistic features of riddles and their place in English and Uzbek linguistics. Essential groups of riddles are suggested according to their structure of them. Furthermore, the level of study and a comparative analysis is based on productive linguodidactic analysis, and they are substantiated by the examples. The possibility of using riddles in the educational process for the development of students' communicative competencies is able to overcome bored and unmotivated students and motivate them to use a foreign language. A comparative method is used to contrast two non-related languages, and their similarities and differences are identified.

Keywords: Riddles, puzzles, linguodidactic, genesis, productive, communicative competencies, anticipation, facilitator, quiz, crossword, method, interpretation.

INTRODUCTION

The riddle has a much longer oral and written history than many other genres. Different types of riddles have continued to interest people from one era to the next, because they are a voyage into the unknown (Annikki 2). They are an invitation to go on an adventure that can either result in joy, laughter, and

satisfaction at finding the correct solution or shame and annoyance at being misled.

Considerable work has been done on the study of riddles in world linguistics, significant progress has been made in the poetics and pragmatics of the riddle genre. In particular, special attention is paid to the specific features of riddles, the principles of expressing reality through metaphorical speech, the classification of riddles, their structural-semantic nature, and artistry. However, the study of the history of the origin of the tradition of riddle-telling, life-household functions, historical foundations, and artistic evolution of riddles remains one of the urgent tasks of linguistics.

Riddling is an exchange of words in which people are deliberately misled because the “right” answer is sometimes completely unexpected. Seemingly fulfilling the criteria in the riddle question does not necessarily yield the guesser the pleasure of a correct answer. In the riddling game, with rules from random analogy, arriving at the right answer is most often arbitrary (Ageeva 2003: 4).

Riddles have been described in many ways, and their definition depends on their elements, sometimes called “parts.” Let's start with a working definition that says “A riddle is a traditional fixed-form verbal expression consisting of two parts, an image, and an apparent contradiction.”

MATERIALS AND METHODS

The right riddle tradition began to wane in the Western world in the early 1960s. In Finland, it was observed that riddles continued to thrive in children's tradition. It was time for researchers to shift their gaze away from agrarian rural culture, to the towns and children's playgrounds (Ageeva 2003: 3).

One of the most active researcher-collectors was Ulla Lipponen, who in 1987-2003 published five annotated collections containing a total of 3250 riddles. The walls between genres have tumbled down: the present-day jest is cast in the form of a question and the answer often comes closer to a joke than to a riddle (Ageeva 2003: 4).

The first eight Finnish riddles were published in 1649 when Eskil Petraeus (1593-1657), Bishop of Turku, used them as exemplary phrases in his Finnish grammar (*Linguae Finnicae brevis institutio*). Christfrid Ganander (1741-1790), who was a priest and an enthusiastic folklore collector, compiled and published the riddle anthology *Aenigmata Fennica* in 1783. It contained 378 genuine folk riddles.

The definition of a riddle according to Ushakov (2014) is “an allegorical image in a short formula of an object or phenomenon that needs to be guessed; an expression that needs to be unraveled (Ushakov 2014: 147). The word “riddle” first appears in Old Russian writings from the middle of the 16th century, such as 1649’s *Memory of the Governor of Verkhoturk* Raf Vsevolzhsky (Govorkova 2004: 5). The riddle is commonplace; you can find it practically in every kind of culture and on every continent. There has been a riddle for many centuries, and, according to A. B. Krivenko, it “is the oldest form of verbal creativity” (Krivenko 1999: 133). This is related to the fact that the riddle involves a dialogue (between a riddler and a guesser), which traditionally comes before the monologue, according to the author.

A. E. Kitikov (1971), N. A. Lavonen (1977), A. Sofiev (1965), I. O. Sharakhshinova (1981) have established the issue of the connection of the traditions related to the telling of riddles with the lifestyle, worldview, customs, and principles of artistic perception of reality of each nation. The genre nature and artistic evolution of riddles have been studied in Turkish folklore studies. The collection and scientific research of Uzbek folk riddles is related to the work of folklorist Z. Husainova (1967). In 1967, the scientist who defended her candidate's thesis on the main characteristics of Uzbek folk riddles made a fundamental study of the genre nature and artistic features of riddles and created the first classification of riddles (Husainova 1967: 26). Based on the consistent collection of riddles during folklore expeditions, he published the most complete set of riddles with a preface and comments in the multi-volume series “Uzbek folk art.” Also, M. N. Saitbaeva (1984), J. Kh. Abdullaev (1994), M. Saparniyazova (2005) defended their candidate's

thesis on the research of lexical-semantic and syntactic properties of riddles.

It is known that the riddle is one of the ancient genres of Uzbek folklore, and in Mahmud Koshgari's work "Devonulug'otitturk" the term "tabuzug" and the combination "tabuzug'tabuzdim" of the term riddle, which means "I asked him a riddle", indicate that the tradition of telling riddles was widely developed as early as the 11th century (Mahmud 1960: 429). Folklore materials in written sources of the 13th-14th centuries show that the collection and popularization of riddles began in the Middle Ages.

The famous scientist H. Zarifov, who analyzed the sentence "Kamugsews coats together, wears clothes, but remains naked" (Nasiruddin 1990: 118) from Nasiruddin Burhanuddin Rabguzi's work 'The Story of Rabguzi,' believes that he has found the riddle "He sews coats for everyone, he remains naked" in which the answer is "needle" (Zarifov 1976: 91). In our opinion, the sentence from this source, "when a lamp burns itself, it gives light to others" is actually a reflection of the riddle about the lamp turned into wisdom.

Real riddles have two parts, one of which serves as a question and the other as an answer. Such a definition of riddle elements gives the impression of being incredibly straight forward, but this appearance of simplicity is deceptive. The term designating or defining each component of the riddle is not without controversy, according to the history of riddlere search. Despite playing a keyrole in the puzzling situation, the "answer" was long ignored in the analysis. True, Antti Aarnehad, in 1917, already stressed that the answer exists before the image and provides the basis for it. He said that "the answer is something real..." (Aarne 1917: 8). Different elements, going by a variety of names, have been sought and specified for the "question" part. This definition concentrates on the image element because riddles were for a long time studied as texts, overlooking the context and the other vital element: the answer.

Rhetorical devices like riddles have been used to show children the world from perspectives that are otherwise hidden from them since the dawn of time. Riddles taught us to "look at

the root,” to recognize how everything is connected, and to look for similarities and differences between seemingly unrelated things. In riddles, the world is poeticized, made to seem extraordinary and amazing, and given a soul that is capable of feeling, acting, and speaking like a person.

RESULTS

A riddle serves as a logical exercise that teaches you to evaluate, highlight key elements, contrast them, come to a conclusion, and test your understanding. It represents the existence and way of life of our ancestors as a piece of oral folkart. It introduces kids to the world of artistic images as well as different speech constructions and ways of using their native language to express themselves. Additionally, due to the structure of riddles, it is theoretically possible to group them according to how they should be solved and how they should be used. The following groups can be distinguished:

1. riddles-descriptions, in which a simple set of signs and actions characteristic of the hidden object are given;
2. riddles containing a key feature that is unique to this object;
3. riddles in which the description is given through negation;
4. riddles, the text of which contains various kinds of clues;
5. riddles, the content of which does not bear a direct indication of the hidden object (riddles built using comparisons, and metaphors);
6. riddles that reflect the change in the hidden object overtime;
7. riddles with several answers;
8. riddles-jokes;
9. riddles-tasks;
10. drawings-riddles,etc.

Let's focus on the first set of puzzles in greater detail. One of the key components of the work on the development of coherent speech is teaching the compilation and analysis of descriptions, and teaching kids to create and solve riddles requires a certain level of formation of the necessary skills. A specific scheme is

established at the core of the description, which aims to fully and accurately describe a specific object or phenomenon. The task of isolating and organizing the description elements presented in the riddle is typically easier for kids who are familiar with the logic of describing animals, plants, objects of inanimate nature, and the man-made world.

Riddles are always met in daily life, and it is obvious that we meet them in our social life. People engage in these activities as a way to unwind during their free time. Sometimes people just do them for fun. According to the Longman Dictionary of the English language, a “riddle” (as a noun) is “defined as a question, problem, or contrivance designed for testing ingenuity” (“Longman Dictionary of American English” 2009: 1200).

Clearly, puzzle games are fun. Therefore, people are passionate about that work, and these days are able to take a position of increasing importance. We can conclude that puzzle games as a creative activity are designed to test ingenuity, but are done in a relaxed way. Only a few books specifically discuss riddle plays, so the researcher also uses core books as the literature for riddle plays. Riddle plays can be used with students of any age, linguistic ability, and educational background. There are countless riddle games that can be used when teaching language, especially when teaching vocabulary. However, some riddle plays are better suited for particular students and immediately improve a classroom environment. For this reason, teachers should only choose the best and most appropriate riddle plays for their students in order to ensure the success of their instruction.

Playing crossword riddles is a great way to teach vocabulary because it adds so much to the teaching-learning process. It contributes to the student’s comprehension of the fresh vocabulary taken from the passage they are learning. Most prominently highlighted are the elements of meaning and spelling. During crossword riddle play, the students are intended to receive instruction in these two areas. Theme riddle play helps students understand the new vocabulary they have learned from the passage they are studying, just like cross-word riddle play does for words. The emphasis is on the student’s capacity to

master the concepts of meaning and spelling. The ability to apply them to both spoken and written English is anticipated by the students.

The use of riddles as a teaching tool helps students learn new vocabulary, grammatical structures, and forms, as well as improve their speaking and listening abilities. Riddles serve as a valuable tool for teachers because they help students learn complex issues in language acquisition.

Learning vocabulary effectively is closely bound up with a teacher's understanding, and a learner's perception of the difficulties of words. The difficulty of a word may result from the relations it can be seen to contract with other words, either in the native or target language, whether it is learned productively or receptively; as well as from its polysemy, the associations it creates, its pronounce ability, whether it lends itself to key-word teaching techniques and, in the case of advanced learners, from the nature of the context in which it is encountered. The kinds of interplay between these and other complex factors cannot be adequately explored here (Yusrah 2019: 4).

Riddles have a lot of potential for expanding vocabulary. The topics that makeup riddles vary. The topic of riddles reflects a person's life and the world around him, including flora and fauna, natural phenomena, labor-intensive objects, daily life, and more. The subjects and the content of riddles vary widely. The same thing, phenomenon, or animal may be the subject of multiple puzzles. For instance, in one wolf-related riddle, the topic is the animal's appearance; in another, it's his personality; in a third, it's his habitat, etc. Bringing synonyms and antonyms to them will also help them learn the meaning of new words, which will help their vocabulary grow even further.

Grammar is taught using a functional and interactive approach as part of the communicative methodology. This means that grammatical phenomena are studied as ways of expressing particular thoughts, relationships, and communicative intentions rather than as "forms" and "structures" (Pavlova 2010: 37). The use of specific grammatical forms and structures in speech and their consolidation can therefore be demonstrated using riddle material.

The teacher's voice reading the riddle aloud in a foreign language also helps students to improve their listening abilities, which are crucial for learning a foreign language, particularly when the learning is communication-focused. Riddles help with rapid integration and enhance spoken language perception and comprehension. Internal listening is the primary type of listening. Such mental processes as listening, attention, recognition of linguistic devices, their identification, comprehension, anticipation, grouping, generalization, memory retention, and inference, that is, their construction of someone else's thought and an appropriate response to it, form the basis of the internal mechanism of this type of speech activity (Tkachenko 1984: 57). A response to what is heard is prepared in one's inner speech as part of the listening process, which goes beyond merely receiving a message. In other words, speaking becomes easier to master as a result of listening.

DISCUSSION

According to Shipilina A. A in order to develop communication skills, it can be used the following types of riddle games:

1. Students are divided into 2-4 groups. The facilitator (one of the students) is given a picture of the subject. To guess what is shown in the picture, each member of the group must ask at least 3 questions in turn, the answers to which will be either "yes" or "no". The group that guesses the picture first wins.
2. The teacher gives brief information about the subject that is shown in the closed picture. He then asks students to ask leading questions to find out more information about the item.
3. Students are divided into small groups (4-5 people). Each group receives a piece of paper with a list of objects (phenomena) for which they must come up with riddles. In turn, each group voices one of its riddles to all other groups. The group that solves the riddles more than the rest wins.
4. Students are also divided into small groups. Each group receives a piece of paper with riddles already written. In turn,

each group voices one of its riddles to all other groups. But unlike the previous version of the task, the groups do not voice the answer but write their expected answers on the board. After all the riddles are voiced, the check of the answers written on the board begins. Instead of saying which of the written options is correct or incorrect answers, all groups must vote for the answer that they think is appropriate, while giving reasons for the irresponse. The group with the most correct options wins (Shipilina 2019):

Riddles are thus utilized in the classroom to teach both productive (speaking, reading, and interpreting from a native language into a foreign language) and receptive (listening, interpreting from a foreign language into a native language) speech activities.

Riddles can also be used in the classroom for the study of the lexical diversity of the English and Uzbek languages: phraseological units, proverbs, and sayings. As an illustrative material, "riddles conceived by proverbs" is an option (Ageeva 2003: 111). This form will be especially essential and interesting for students who get acquainted with English culture. Proverbs reflect the collective experience of the ethnic group and embody folk wisdom. Most proverbs have an edifying meaning and notion: It takes me two weeks to digest food, but then again, I'm not noted for being fast. What am I? Answer: A sloth. This species of animal is widespread mainly in European countries or overseas countries, and you can find it in the zoo so far country. See ingitlive, you can see that it is a very slow-moving animal indeed. That is why this animal is called "yalqov" in Uzbek (Rahmatova 111).

The alphabet goes from A to Z but I go from Z to A. What am I? Answer: Azebra. The Uzbek alphabet does not begin with the letter A and ends with the letter Z, so it will be a little challenging for students who have studied it to solve this riddle. Ultimately, they will be unable to do so and will not be able to solve it. The Uzbek alphabet has letters starting with A and ending with N G, which does not match the riddle's solution. Due to this, it is imperative to provide a brief explanation in

Uzbek when presenting the riddle, specifically regarding the alphabet used to represent the language.

Aman says: ‘Brothers and sisters, have In one, but that man’s father is my father’s son.’ Whom is he pointing at?’ The speaker is pointing to his son (<https://www.fluentu.com/blog/english/riddles-in-english/>).

These types of riddles are a bit more complex. They will really test your comprehensions kills. Infact, many riddles will try to distract you with complicated sentence structure. You have to read carefully to make sure you have not misunderstood the question. It might appear very confusing at first, but after taking a second and reading the sentence carefully and it can be broken down into parts. If you pay attention, you will realize the answer is hidden in the question itself.

Another example is given below:

<p>Mushtlab-mushtlaburarlar, Munchagunohqilibman?! O‘tgasolibyoparlar, Munchaosiybo‘libman?! Munchamenixo‘rlarlar, Bilmam,nimaqilibman? Munchamenisevarlar, Qandayshirinbo‘libman! Javob: Xamirvanon[14,p39]</p>	<p>They beat me with fists, Have I sinned so much?! Setting fire they bake me, Am I so rebellious?! They despise me so much I don't know, what did I do? They love me so much How sweet I am! Answer: Dough and bread</p>
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To show that “bread” is the most honored, supreme symbol of hospitality and sanctity in the Uzbek people, it is reflected in our national heritage, which is called “tandir” since ancient times, by bakers making dough from flour products. Through this riddle, the language learner can study our national traditions and master the lexemes related to bread. It is understood that in the process of teaching a foreign language, the expected result and goal will be achieved faster if the lessons are taught not only in the traditional way, focusing on grammatical topics, but also in an unusual, communicative, and inductive way, including on the

basis of riddles. In the process of translating the vocabulary of the learners increases rapidly and it is deeply absorbed into the memory.

CONCLUSION

The author's interpretation of the study's recommendation is as follows, in light of the aforementioned conclusion:

1. The genesis of riddles is extremely important in linguistics.
2. It is necessary to inculcate the concept of riddles in the minds of every young generation because through them both linguistic and extralinguistic aspects of the language are revealed, and it is possible to penetrate into the national culture and customs of the language's owners.
3. Riddles can be used as a teaching tool to help students adapt new vocabulary, grammatical forms, and structures as well as to enhance their speaking and listening abilities.
4. A good teaching strategy for language learners of English is the riddle.
5. Since the method affects how smoothly classroom activities run, the choice of teaching methodology is crucial when it comes to teaching English.
6. Riddles are a great way for language learners to quickly expand their vocabulary as they translate them from one language to another, and deeply embed them into memory as a result.

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ABDUJABBOROVA SHOHISTA ADILJANOVNA
PH.D. RESEARCHER, SENIOR TEACHER,
DEPARTMENT OF THE PRACTICE OF ENGLISH,
FACULTY OF FOREIGN LANGUAGES & LITERATURE,
ANDIJAN STATE FOREIGN LANGUAGES INSTITUTE,
ANDIJAN, UZBEKISTAN.
E-MAIL: <ABDUJABBOROVASHOGISTA645@GMAIL.COM>