

EXPRITITION AND IMLITSITION IN TRANSLATION**Kudratov Kamoljon Islomovich**

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ANNOTATION

In modern linguistics, the meaning of explicit, the essence of explicit content, the mechanisms of its formation, the means of communication in a particular language, the problems in the process of translating them into other languages are still debated.

The problem of explicit has become the object of study of various researchers. However, this problem has only been analyzed in depth from a scientific point of view in linguistics and translation since the beginning of the 21st century.

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In linguistics, the direct expression of information through linguistic signs is the explicit expression of thought, the interpretation of thought as implicit meaning, which is not usual through lexical and grammatical signs, but implies independent perception by the listener or reader [3, 37].

In this context, in pragmatic analysis, it is important to identify the general mechanisms of the formation of a nonverbal (implicit) thought and to identify the most important linguistic and extralinguistic factors of the formation of such an idea. However, despite the abundance of scientific research on this problem, its comparative study in the linguo-conceptual and cognitive aspects, including in the example of non-sister languages, is still unresolved.

In particular, it is observed that scholars still have different views on issues such as implication, implicitness, its essence, its manifestation in the formal structures of thought, types of implicitness expressed in one language and their reproduction in other languages.

Implication refers to nonverbal (intended, hidden) information in non-verbal forms used by the author in composing a text that the reader or interlocutor encounters in the process of communication, intended to be understood by the reader or interlocutor himself. In this regard, research has shown that concepts such as "implicit", "implication", "implicative", "subtext" are often used in combination with different types of presuppositions, semantically complex forms, different forms of non-verbal information. It should be noted. In research, two different approaches can be observed in the interpretation of the concept of implication and implicitness. In the first approach, implication is interpreted as a process that is logically understood as a general linguistic concept, related to human psychological activity, and implicitness is one of its components as an objective phenomenon of language.

In the second approach, implication as a purely linguistic phenomenon is studied from a linguistic point of view, where it is observed that its sphere of influence is somewhat narrowed. At this point, implicitness is now studied as presupposition, subtext, ellipsis, and other implied meanings.

Through a linguistic approach, clearly defined causal types of implication, cause-and-effect-dependent types are identified. First of all, let's talk about the "base" points that help the listener in determining the meaning of implicit.

Russian linguist A.I. Shevchenko divides them into three types:

- 1) context,
- 2) visual-emotional situation,

3) special apperceptive base (background knowledge) based on the syntactic-semantic features of the verbal components of the listener's (student's) thought [6, 23].

A second researcher, A.V. Bondarko further divides the above types into separate parts in determining the meaning represented by the implicit

- 1) the linguistic content of the idea (text);
- 2) the content of information expressed through the context;
- 3) the content of information represented by the situation;
- 4) background knowledge used in the communication process;
- 5) suggests taking into account the pragmatic elements of discourse [1, 12].

The proposed type 1 and 2 reference tools imply an implicit meaning understood through the context, and there is no basis for distinguishing them as separate reference tools. In this case, since the "base" tools of types 4 and 5 also represent the pragmatic background knowledge, it is expedient to include them in the list of 3 types of "base" tools proposed by EN Shiryayev.

Furthermore, in the implicit expression of thought, all of the above basic tools are interrelated, and all of them constitute the implicit information of the artistic text. At this point, we have to agree with K.A. Dolin, who proposed to call all terms such as subtext, allusion, presupposition, implicature, lacuna, used in the expression of implicit thought, implication [3, 37].

Hence, imitation is understood primarily through the subtext and is based on the communication situations of the speaker and the listener, the background knowledge of the presupposition used by the speaker. Any idea can be expressed incompletely based on certain presuppositions in the expression of a communicative goal, and such incompleteness can vary in different speech situations.

In this context, in order to understand the meaning and information represented by implicit, it is necessary to pay attention to the following:

- 1) mental activity aimed at understanding the internal incomplete meaning expressed in a nonverbal way, in addition to the information represented by the sentence for the full understanding of the thought;
- 2) mental activity carried out by the speaker as a strategic method, directed to the listener (student) to realize the incomplete meaning within the sentence.

The first type of implicitism is often based on a presupposition that requires logical thinking, drawing certain conclusions from the verbalized and nonverbalized links of information. In the following example we can see the information expressed by the interlocutor's opinion, implicit, which is logically presupposed and denied by objective reason and semantic-syntactic connection:

- "...Piggy'll look after them."

- "That's right. Keep Piggy out of danger."

- "Have some sense. What can Piggy do with only eye?"

"- ...Чўчкача кўз-қулок бўлиб туради."

"- Тўғри. Чўчкачангни асраб аввайлагин. Хаммадан яширгин уни."

"- Тўғри тушун. У бир кўзи билан нима хам қилиб бера олади?"

In this example, the information conveyed by the first interlocutor is a form of affirmation by the second interlocutor, which is syntactically and semantically linked to the first interlocutor's statement. The first interlocutor is trying to prove his point by drawing logical conclusions from the answer of the second. That is,

the answer is supplemented by a non-verbal denial (incomplete information) in the information through logical presupposition.

When such implicitness is expressed in the text translation, the listener (reader) realizes through presupposition that the implicit information expressed through the context: that is, that the two interlocutors are friends, that they have long been dear.

Pragmatic information can also be expressed nonverbally through a communication situation. But such a situation also of course depends on the context and the listener's apperceptive (cognitive) base. Anyone who hears (reads) an idea expressed by an implicit apperts (perceives) it based on their background knowledge, which now depends on the degree to which the implicitly expressed idea is perceived by the listener (reader). This implicit is related to the fact that the concepts of an objective being are reflected in the minds of certain linguists, expressing the referentiality of the thought expressed.

For example, through the phrase "Henry is going to marry Mary", the listener (reader) can understand the following referentially expressed implicit information:

- a) Maria- girl, Henry- boy;
- b) they have both reached the age of majority;
- c) according to their names, they must have belonged to the English nation,
- g) they are not yet married;
- d) they now live together as one family, have children, and h.

An implicit idea in a literary text consists of at least three pieces of information:

first, information expressed through linguistic means in the text;

second, background knowledge that is already known to the reader to help him understand the text;

thirdly, new information that is intuitively understood by the reader, arising from the content of the text and the methods of application of linguistic means.

Implicitly expressed information and its dependence on the linguistic means of the text and the main content - meaning, as well as extralinguistic factors determine the prospects for the study of the issue in cognitive terms. Consequently, implicitism is studied as a type of human thinking ability, the author of a work of art, as information and ways of expressing it secretly expressed in text and language within the framework of universal logical thinking, which is reflected in the speech of the characters.

Such hidden information, expressed in the text, is also referred to by the terms presupposition and presumption, which are used as synonyms in modern linguistics. The presence of implicit categories in language and literary text, such as presupposition and presumption, is primarily due to the desire of the author or characters of the work to use words sparingly in speech, or to influence the listener more emotionally through it.

In this process, information is not compressed, but the information implicitly expressed is imprinted in the mind of the reader or interlocutor without disturbing the general content of the thought, in other words, the reader or listener perceives the implicitly expressed idea based on his life experiences and background knowledge. Such implicit information, expressed in a literary text, is directed in linguistics to the syntactic study of implicitly expressed information in the sentence structure.

In this context, prescription-based implicit propositional sentence types and implicit presumption-based sentence types are identified in text formation. In the study of implicitity from a lingvocognitive point of view, we encounter a number of terms that complement each other and are sometimes used synonymously with each other, such as implicit knowledge, implicit meaning, implicit content.

Implicit knowledge refers to the mental-logical operations of comprehending meaning that are usually intended but not expressed through linguistic means. The term was introduced into linguistics by L.V. Bondarko and refers to the interpretive components of linguistic meaning. This component is expressed through categories such as grammatical categories: aspectuality, temporality, modality, personality, locality, positivity.

The information that implicit is expressed in the literary text is also related to the concept of subtext. Although there are commonalities between the concepts of subtext and implication, which are important spiritual categories, there are also some differences between them. Usually, subtext is a hidden, incomprehensible meaning that is used in conversation in everyday life.

The term implicitism, on the other hand, has a terminological character and refers to certain linguistic and psychological aspects of speech. When we say subtext, we also mean a nonverbal expression of thought, which is often intuitively understood in the process of communication. It is in this context that both terms are used synonymously.

The idea of implicit expression in a literary text has been studied in detail by Russian linguists Dolinin KA (1983), Nikitin (1988), Molchanova (1988), and Ermakova (2007, 2008, 2009). In a number of studies we also observe the use of the terms "hidden meaning" (Popov 1983), "plurality of meaning" (Fedorov 1981), "textual implication" (Kukharensko 1974, Arnold 1982, 1983, 1990) as incomplete synonyms of implicit and subtext.

Implicitism is determined by the situation and context of speech in the communication process. At this point, it is important to distinguish the meaning of speech implicit from the implicit content expressed through linguistic means. Because speech implicit meaning involves a variety of components: situational context, pre-learned encyclopedic, pragmatic, communicative knowledge and skills.

Cognitive knowledge that is acquired in the process of perceiving implicit content thus leads to the perception of verbal thought through context through presuppositions. From the analysis of works studied in the cognitive aspect of the speech process, the following two conclusions can be drawn: first, cognitive knowledge is stored in the human mind in the form of meaningful structures. They occur in thinking and speech only in the process of an individual interacting with someone in a particular speech situation.

Such structures are formed and preserved in the human mind as categories, frames, scenarios. Thus, cognitive knowledge in the human mind contributes to the formation of pragmatic-communicative and evaluative pragmatic implicit content that has a systemic character in the speech process.

The second conclusion is that the idea is mentally represented and can be analyzed by dividing them into different types. For example, the mental model differs from the conceptual model in that it does not have clear structural analogues in language, but is realized using imagination and memory. In turn, the propositional model is close to the linguistic model of sentence structure.

The mental model can be formalized through a conceptual model, but its value in the sensory-motor aspect decreases. Implicit meaning participates in the conceptual representation of information and is formed as a result of the activity of the human psyche in perceptual, cognitive, affective circles, which is reflected in artistic texts. At the same time, the literary text also implies the comparative, hypothetical intellectual activity of the reader.

Such pragmatically conditioned activity takes place on the basis of certain rules formed in the language and in the mind of the reader. That is, in order for the reader to correctly understand the information expressed in the implicit in the literary text, he has to constantly adjust his attention from the narrative plan (author's intention) to the discourse plan (character speech, description of certain episodes) from the local narrative to the global narrative.

Moreover, the pragmatic expression of implicitness is also associated with the indirect expression of a point of view. In this case, the author leaves the understanding of certain information to the reader and is limited to the responsibility of interpreting it. At the same time, in contrast to the author's purpose, such implicitness can also be expressed through the language of the character of the work.

Implicit information expressed in an artistic text refers to components of content and meaning that are not expressed in the external structure of the text, but are expressed nonverbally in the internal structure of the text. In this regard, it should be noted that in pragmalinguistics the expression of pragmatic information by precedent horses has not yet been studied in detail.

The concept of "precedence" is derived from the Latin word "praecedens" - a reference to nonverbal, impeccable information related to them through the names of an event, a famous person, a place that happened before.

Here are the following general features of thought and information expressed by implicit through precedent horses:

- Implicitness expressed by precedent horses, ie information expressed in nonverbal terms requires additional interpretation in the language of translation or for representatives of other national cultures, well understood by all members of the national-linguistic community;
- Implicit information expressed through precedent is based on cognitive knowledge formed in the national-cultural consciousness of a particular nation. At the same time, the identity and nation-wide universal categories of this nation are reflected;
- Implicit information, expressed by the precedent horse used in dialogue or discourse, can be constantly updated in the process of development of any national-linguistic, cultural society [2, 106-117].

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