



## Characteristics of The Formation of Riddles

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### Abstract

This article examines the characteristics of the formation of riddles. Any query, puzzle, sentence, or declaration intended to elicit thought-provoking or surprising responses is called a riddle. It can be a challenge that prompts audience reflection or it can be a lighthearted remark aimed at making people laugh when it is used as a question. This article talks about the background of riddles and the extent to which riddles have been studied linguistically.

**Keywords:** riddle, multifaceted phenomenon, descriptive elements, cognitive mechanism, homonymy, animistic view, totemistic view, compact, short stature, metaphor, creative device.

### Introduction

It is clear that riddles were created as an expression of people's lifestyle and ancient beliefs. According to Russian linguist, folklorist, literary and art historian, and head of the Russian mythological school, F.I. Buslaev: "As a result of the conditional speech, riddles began to appear in the times when the primitive animistic and totemistic views of our ancient ancestors began to form - "in the times when human consciousness was just beginning to spark."

The riddle, being a multifaceted phenomenon, has been considered by many linguists and folklorists; however, some aspects (English and Uzbek riddles based on homonymy, cognitive mechanisms of making, and guessing riddles) still remain poorly studied.

A riddle is described as a "question or statement that is purposefully phrased to require creativity to figure out what it means or how to answer it." Because riddles are often written in a way that makes sense in everyday contexts, they can aid students in understanding complex conceits.

If we analyze the background of riddles, the first invented written riddles are close to 4,000 years old. Riddles were written in Cuneiform, and also the Sumerian writings from long ago. One of these oldest riddles has been condensed and simplified into this: "A house you enter blind, but come out with sight."

A puzzle that dates back to the 13th century BCE was discovered on a papyrus in ancient Egypt, making it one of the oldest known puzzles. The moral or philosophical implications of these old riddles often tested people's thinking.

Scholars R.A. Georges and A. Dundes attempted to categorize riddles according to their structural features. Riddles with and without opposition were separated into two categories based on "whether they contained oppositional or non-oppositional descriptive elements." Conversely,



scholars have distinguished many kinds of oppositions. Other components of the riddles, though, were overlooked.

In the Uzbek language riddles are called “Topishmoq”. As the most ancient and popular genre of folk poetic creation, it is called “jumboq, topmacha, matal”. It is found in the folklore of all peoples of the world. People's lives, standard of living, culture, and customs are expressed to a certain extent in riddles. The question that can be solved in the puzzle is expressed in a figurative form, and its meaning is hidden. Finding a thing or event is embodied by likening it to another thing or event, and comparing it with each other. Riddles are sometimes in prose, often in poetic form, compositionally and rhythmically concise, simple, and melodious.

But English riddles are very diverse in form, syntax, and semantics, and the canons of the genre change over time, the classification of English riddles (ER) seems problematic. The relevance and novelty of this article are due to the need to develop a detailed classification that can be used depending on the aspect of the puzzle being studied. The purpose of the article is to describe the structural, semantic, and cultural features of English riddles, presenting their classification.

The Common Germanic verb \*rēdana, meaning 'to interpret, guess,' is the source of both the modern English word riddle and the word read. The verb \*rādislī, which literally translates to "thing to be guessed at, thing to be interpreted," was derived from this verb. This gives rise to Old English, Dutch, German Rätsel, and finally, modern English riddle.

## LITERATURE REVIEW

We have learned a lot of scientific research works, and dissertations and the following scientific works have been studied on the subject:

In 2018, the candidate of science, Anna Alexandrovna Soldaeva in her own dissertation, “**Intertextuality of the Russian traditional riddle: linguistic aspect**” studied and analyzed Riddles as a pretext for texts of other genres of folklore, and Riddles as a metatext in relation to texts of other genres of folklore.

In 2022-2023, Researcher Khudoev S. in his scientific article, “Syntactic features of the riddle text (as an example of Uzbek-German riddles)” has learned riddles comparatively. Also, Khudoev S. has analyzed the Riddle genre in world folklore and the history of its study”.

In 1967, the researcher Husainova Z. in her candidate's dissertation entitled "The main characteristics and sources of Uzbek folk riddles" highlighted the main characteristics of folk riddles specific to the Uzbek nation and analyzed many sources.

## RESULT AND DISCUSSION

Uzbek riddles are shaped and sized like proverbs. Even the content might sometimes make one feel near. However, creation serves a distinct purpose. Take note of the genre name. The meanings of think, search, compare, and search are leading from the minute the word "find" is spoken. The task is determined when the suffix "ish" is added to it. The action name suffixes "if you can," "if you can," and "if you can do it" are expressed after the suffix "-moq." The following genre traits apply to riddles in Uzbek:

1. Compact and of short stature.
2. The form seems to be both prose and poetry.



3. In order to create, the task is to find something hidden in the text.

4. It is encouraged to discover the hidden ways in which the qualities of plants, animals, the world, and everyday objects are expressed in their content.

5. The thing to be found often has one, sometimes two, or more quantities.

6. Metaphor is the primary creative device utilized in riddles.

In the English language, a riddle teller uses introductory formulas by placing words at the beginning of the verses, in order to attract attention:

- "Guess, if you're a good guesser!" or "Guess guesser!" are challenges for the reader.
- Posing provocative queries such as "What will it be, what does it have?," "Who am I, what?" etc.
- Place the following statements in time and space: "I was born in the water," "I am in heaven," and "First I was small."
- First identifications include "I have a spine and no...", "I'm as small as...", and "Yellow like the..."

Additionally, they offer guiding principles.

By including obscure or broken keywords in the text and offering hints that connect them, you can spark the recipient's imagination and eventually help them decipher the meaning and solve the puzzle.

For instance, "I tell you, I tell you" (the cloth); "I go; I am in the middle of the sky and I am never in the water" (the letter "e").

These consist of personifications, animalization's, double meanings, comparisons, personifications, and the use of verses with misleading clues. to confuse the receiver and make it challenging for them to figure out the answer.

The issuer can trick the fortune teller by selecting the most innocent option, which is the correct answer when the options are presented in a confusing manner.

For instance, "I have no mouth and Whistle."(The wind); "I have no legs, so I run."(Time); The Tree: "I am long and stubborn..."

The challenge of the game is to figure out the solution by using association, creativity, ingenuity, and a hint of suspicion.

There are established completion formulas.

Upon solving the riddle and concluding the game, the recipient is encouraged to use inspiring language that suggests:

Easy: "In your sight the answer is" ; "Clearer does not crow a cock."

Level of difficulty: "You will not guess it..." ; "You must think big to achieve..." .

Courage to try : "I am sure, that you will guess today"; "If you want to guess, wait a little longer."

Derision : "He who does not guess, he is very foolish." "If you can not guess, donkey ears are going to jump you."

Challenge : "If you are smart, you can guess"; "If you have ingenuity, you will be able to decipher."

Reward : "If you can guess, you will be the great master"; "The best diviner, receives the award".



They serve a poetic and artistic purpose by giving rise to a concrete meaning through the presentation of an abstract image told in verse and rhetoric.

The majority of these verses have an assonant or consonant cross rhyme and are octosyllabic, though they can also be pent asyllabic, hexasyllabic, or both. They typically consist of two to four verse stanzas, though occasionally there are six or eight.

Because of its poetic quality, it has a melody and rhythm that are simple to remember and embrace. being able to make adjustments based on the surroundings and people's preferences.

For instance:

Little as a mouse,  
and shows lion-like concern. (The pin)  
"I am not a tree, but I do have leaves,"  
I am not and I have returned.  
They possess a didactic style.

The use of crossword puzzle games to foster intellectual growth in kids, teens, and adults is proof of this.

Presenting word structures that can solve problems by arranging them logically helps the recipient develop their ability to reason logically and communicate effectively.

The goal of the riddle is to have the participant decipher a linguistic code that conveys information in an unclear manner.

In order to ultimately find the right response, they acquire the skills necessary to associate, memorize, compare, and formulate their conclusions in this way.

The reading, analysis, and comprehension of what is read are all compelled by the riddles. Likewise, they make it possible to distinguish between lexicon, syntax, and semantics, among other linguistic features.

The vocabulary: Since this is primarily an oral exchange, the riddles may use everyday or poetic language. Poetic with the creation of meanings from rhetorical figures using devices like metaphor and simile, among others, that assist in changing nouns, adjectives, and pronouns.

For instance:

"He is a high flyer,  
At the summit resides,  
Above tangles  
(The spider) The weaver

The syntax: The words are almost always rearranged in a different order, especially when their arrangement helps solve the puzzle. For this reason, pronouns, adjectives, verbs, and so on are often associated in a comparative or adversative manner. to bewilder the seer.

"I brought them from the market, And they were very black, Being already in my house, They turned red." The charcoal

Denotation: Through the use of analogies, puns, metaphors, and other devices, words are added to help explain the unclear and help create new meanings. These devices, whether by ordering, enumeration, or addition, give the poetry a rhythm and intonation.

For instance: "I'm dull and unyielding,  
Round-cheeked, hairy, shiny, odorous, and bald,



And when I bite my hair, I smell even worse."(The tuber)

## CONCLUSION

Since riddles are a form of proverbial sayings crafted by the community, they often address significant local issues.

They aid in the spread of popular traditions and enable the identification of a community by tangoing the language as its subjects treated them.

There is definitely room for more research into the semantics of English riddles as a sophisticated and varied phenomenon of language and culture. It would be interesting to specifically look at the cognitive processes involved in solving riddles based on metaphor and homophones: how distinct are these processes, and are there any commonalities between them? Metaphor is no longer viewed by the current scientific paradigm as a purely semantic phenomenon or as a stylistic device.

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