

RESEARCH ARTICLE

Stylistic Possibilities of Language Units in Critical Articles

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Abstract

This article analyzes the stylistic possibilities of language units used in critical articles. The role of lexical, morphological, syntactic and phraseological units in the clear, effective and figurative expression of thought in critical texts is highlighted. The importance of stylistic means in expressing the author's evaluative attitude, subjective view and communicative purpose is also revealed. The article considers the features of the use of expressive lexis, metaphor, irony, repetition, rhetorical questioning, exclamations and other stylistic means characteristic of critical articles. The contextual and stylistic functions of language units are analyzed on the basis of examples, and their role in increasing the effectiveness of critical thought is determined.

KEY WORDS

Critical article, language units, stylistics, stylistic possibilities, expressiveness, emotional-evaluative units, lexical units, syntactic units, phraseologisms, metaphor, irony, rhetorical questioning, artistic-effectiveness.

INTRODUCTION

By nature, the publicistic style combines the functions of prediction, influence, information delivery and evaluation. In critical articles, however, it is the functions of evaluation and influence that predominate. In order to convey his opinion to the reader and to keep the reader from remaining indifferent, the author actively draws on all the riches of language, in particular its expressive-emotional layer. The lexical stratum of such articles is frequently enriched with socio-political terms, evaluative lexemes, metaphors and metonymies, as well as words carrying a strong expressive coloring. The lexical units found in the text of a critical article move away from neutral meaning and vividly display the author's subjective attitude - his disapproval, surprise or irony. On the role played by non-linguistic means in the communication process, the linguist N. Mahmudov writes: "As a rule, a communicative situation has three main elements, namely the speaker, the listener, and the subject or the information. In order to convey certain information to the listener, the speaker naturally

chooses a means - an appropriate channel. Naturally, the main channel is language itself" [1].

Evaluation is one of the categories inherent to human beings; because it is bound up with human thought and feeling, it expresses how the speaker perceives the facts of reality and his attitude toward them. A person's evaluation of the subject of speech, based on the criteria of his own thinking, is connected with philosophy - more precisely, with the process of cognition - while its expression is directly connected with language. For any psychological state or feeling characteristic of a human being - being affected by facts of reality and, in turn, affecting them, and the positive or negative attitude that arises on this basis - can only be realized with the help of the linguistic means available in the language. Evaluation, as a concept expressing a particular process, is considered a philosophical category, and its expression is achieved solely by means of linguistic units.

As the central figure of the objective world, man naturally maintains constant contact with nature and society. In the course of his activity, he comes to know the events and phenomena, the things and objects of reality, and the properties characteristic of them. This process of cognition is, to a certain extent, connected with evaluation. Indeed, as man enriches his knowledge of the objective world, he determines to what degree the properties characteristic of the facts of reality are useful or harmful for satisfying his material and spiritual needs, and evaluates them from the standpoint of their significance. For this reason, any evaluation is a particular form in which a person's knowledge of the real facts of the world surrounding him is manifested. A person's evaluation of the facts of reality is a product of the process of cognition. Here it should be noted that an evaluative approach to objects or phenomena of the external world depends, first of all, on a person's perceiving them through his sense organs. By means of his senses, a person perceives things, objects, events and phenomena: through sight he obtains information about their shape and structure, through hearing about their sound properties, and through taste about their flavor. On the basis of the information thus gathered, certain feelings arise in the person, which in turn give rise to evaluative thoughts in his consciousness. The subsequent process takes place within human consciousness. In his consciousness, a person analyzes the material he has gathered concerning the facts of reality, determines whether or not it corresponds to his own criteria, and evaluates its significance from the standpoint of values. This process is directly connected with human mental activity.

One of the salient linguistic features of critical articles is the extensive use of axiological vocabulary - that is, vocabulary expressing national values - together with language units belonging to the category of evaluation. In critical articles, a subjective attitude clearly stands out. For example, although the evaluation that the author gives to the object of his criticism is based on objective truth, its linguistic expression is formed in a subjective manner. For instance, it is indeed an objective fact that the tendency toward drug use or alcohol is spreading in society and that many young people are falling under the influence of this poison. However, in illustrating, through examples, the negative effect of these on the human psyche and on the lives of young people, it is the author's subjective attitude that predominates. Evaluative adjectives and adverbs such as "good", "bad", "useful", "harmful", "guilty", "irresponsible" and "indifferent" determine the overall emotional tone of the text. In addition, when a negative

evaluation is being given, negatively charged nouns such as "shortcoming", "defect", "bureaucratism" and "indifference", together with the verbs combined with them, form the semantic core of the text. At the lexical level, such combinations evoke certain negative feelings in the reader and shape a sharply rejecting attitude toward the object being criticized. In recent years, the study of newspaper language has attracted the attention of many researchers. It should also be specially noted that a newspaper is not merely a means of informing the public about events occurring in our society, but also reflects the distinctive possibilities that language units hold for expressing thought and for conveying the journalist's attitude. Accordingly, newspapers are also significant, in a certain sense, as a linguistic source.

Newspaper genres also differ according to the order in which these functions are realized. Various methods of expressing thought are used in bringing information to public attention. Each of these functions manifests itself differently in newspaper texts. While some language units are specific to only certain types of material, others are used equally in all genres. The newspaper's main propaganda function finds its reflection in the style of the material being published, and it manifests itself in texts that differ according to their meaning and the range of language units they encompass.

In the process of studying newspaper language, researchers pay particular attention to newspaper headlines, which are closely bound up with the content of the text and, to a certain extent, reflect that content in themselves. The headline is one of the most important components of the message being brought to readers' attention, and it plays an enormously important role in bringing out the content of the text. The linguo-stylistic construction of headlines is distinguished by its own particular character.

In newspaper language, the headlines used in critical materials such as critical articles are closely bound up with the essence of the text, and correctly understanding their meaning helps one become acquainted with the content of the material. A. Boboyeva, who has conducted research on newspaper language, defines the place occupied by the headline in publicistic texts as follows:

"As is known, any headline performs three functions: 1) naming the article; 2) expressing the content of the article; 3) advertising. Naming the article (the nominative function) is the primary function of the headline. Every headline must designate the article, name it, and distinguish it from other

articles. This function of the headline is clearly seen in headlines formed from a noun in the nominative case or from a phrase of that same form, because the main function of this type of headline consists solely in naming. For this reason, despite the diversity of headlines in terms of structure, they must be regarded as the name of the article.

The nominative function of headlines brings them close to proper nouns, because proper nouns likewise perform the function of naming-designating. However, a headline differs from a proper noun in that it is connected with the content of the article... A headline is connected with the content of the article or the report. It is precisely here that the informative function of the headline manifests itself. This function - that is, the informative task of the headline - does not merely name, but also provides information about the article, letter or report. This information, in turn, takes various forms and appearances.

The third function characteristic of a newspaper headline is its advertising quality. This feature is not characteristic of every headline. It consists in the fact that the headline, rather than merely naming or merely expressing content, arouses the reader's interest and captures his attention by means of special devices" [2].

In some newspapers, critical materials also include, after the headline, sentences that briefly outline the content of the text, and this too serves to attract readers' attention and to ensure the advertising function. In the majority of linguistic studies devoted to examining the linguo-stylistic possibilities of language units, it is specifically noted that any headline is essentially characterized by three functions - the nominative, the informative, and the advertising function. It should also be particularly emphasized that a certain degree of interconnection is considered to exist among these functions. If one pays attention to the functional-semantic nature of headlines, it becomes clear that these functions are more characteristic of certain types of headlines than of others. A natural question then arises: why are headlines necessary in the language of critical materials such as feuilletons, open letters and critical articles, and what function do they perform in the text? As emphasized in the studies cited above, headlines in texts serve to perform a particular stylistic function. Many works note that headlines in texts also perform the functions of propagandizing, persuading and reporting. According to the linguist I. Toshaliyev, who has conducted observations on newspaper headlines, the functions of

persuasion and of concisely presenting content are likewise characteristic of newspaper headlines, and in publicistic texts they perform yet other functions as well. Observation of newspaper pages shows that headlines may perform the following functions: 1) naming; 2) distinguishing; 3) reporting; 4) advertising; 5) persuading; 6) instructing; 7) propagandizing; 8) appealing; 9) providing a concise gloss, and others [3]. Examples of this may be found in the headline "A person who has lost his faith", published in the 25 December 2024 issue of the newspaper Jizzax Haqiqati, or "The teacher is great, but...", published in the 9 October 2024 issue of the same newspaper.

October 1 - Teachers' and Mentors' Day - was celebrated with solemnity across our country, in every educational institution. It may be said that, although the giving of gifts is prohibited in schools, parents have not begrudged sincerely collecting money and giving gifts to homeroom teachers. A person who knows that his child's burden at school rests on the shoulders of that teacher does this sincerely once a year, on the professional holiday.

Yet there is a group of professionals whose labor and professional hardship are no less than those of the school teacher, but whose status is somewhat lower. These are the caregivers of preschool education institutions - in our own everyday language, the "kindergarten aunties." Anyone who knows how difficult it is to look after even a single child or grandchild at home can appreciate that the work of these kindergarten caregivers is by no means easy.

"I chose this profession myself, out of love for it," says a kindergarten caregiver with higher education (we have not disclosed her name). "My parents were not entirely in favor of it. I love children very much. But it has not even been a year since I graduated from university and began working, and I can feel myself growing tired. I work at a private preschool institution, on a six-day working schedule. My salary is 3 million soum. The number of children in the group keeps changing. I am a caregiver in the school-preparation group. I try to make sure the children are never idle for even a single minute and that they are learning something new every day. But I have no assistant caregiver - that is, no nanny. I alone have to look after nearly 30 children. Seeing the parents' fussiness, I sometimes find myself wondering whether the child is really theirs or mine... Frankly, given how much I paid for my contract-based education, and given my enthusiasm, this salary hurts me..." This kindergarten auntie could be

forgiven for not being “offended” by her salary alone. She recently won in the “Initiative Budget” project, and as a result they now work in a newly renovated, modern kindergarten. The head and the team of caregivers, she says, are very close-knit. This is evident at every step. Whether it concerns preschool education or health improvement, there is no end to the events and holiday evenings held there. As we praised their work highly, unable to hide our admiration, the head of the kindergarten “opened up”:

“Bless you, if you are going to praise us, by all means do so. But please also write about raising the salaries of the kindergarten caregivers - please raise this as a problem. I sometimes feel pity for these women, who spend their entire lives here, who work equally with some 30 children, and who devote individual attention to each one. For such a meager salary, they have to do mountains of work...”

The caregivers, who only a moment before had been reflecting satisfaction with their profession through examples of their own work, suddenly had a look of sorrow appear in their eyes. The head of the kindergarten had been telling the truth.

The use of phraseological units, proverbs and aphorisms in the texts of critical articles is likewise an important stylistic feature. In revealing the essence of a problem, the journalist or publicist draws on ready-made figurative forms found in the language of the people. In critical articles, however, such set expressions are frequently used not in their original form but with certain modifications. For example, new lexemes may be introduced into the structure of a traditional proverb or idiom, or its semantic thrust may be redirected, or it may be adapted to a different context, producing a powerful stylistic effect - wordplay, irony and sarcasm. This, in turn, draws the reader's attention and sharply increases the impact of the text. Lochin Bek's critical article “The manager lost his way in management,” published in the 21 February 2024 issue of the newspaper Jizzax Haqiqati, is one such example.

Critical-analytical articles published in the mass media are of great importance in exposing negative vices in society, forming legal awareness, and establishing standards of justice. Such texts aim not merely to cover events, but also to shape a particular attitude in the reader through specific linguistic means. Lochin Bek's article “The manager lost his way in management” is a vivid example of this genre, in which the lexical-semantic units employed serve to intensify contempt for wrongdoing and to call on the reader to draw a lesson from it.

Among the lexical features of these critical articles, the role of folk proverbs and phraseological expressions is incomparable. They lend the text a folk-rooted, instructive and impressive character.

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