



STUDY OF LITERARY TEXTS DESIGNED FOR CHILDREN FROM A LINGUOPRAGMATIC AND PSYCHOLINGUISTIC PERSPECTIVE

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Annotation. *This article examines the concept of the child audience and the linguo-pragmatic features of children's texts, their study from a psycholinguistic perspective, research conducted in this area, and an analysis of literary texts intended for children. The distinctive features of texts created for children, the use of non-verbal means, deictic phenomena, meanings, and characteristics are considered based on examples and studies. General conclusions are drawn regarding the use of texts intended for the child audience in literary works.*

Keywords: *child audience, nonverbal tool, deixis, connotation, evaluation, aspect.*

Introduction. It is known that children's speech is considered a phenomenon of linguistic culture, and it is natural for it to interest any person. The seriousness of this phenomenon and the opinions about its highest level of scientific character arouse interest in the minds of all members of the linguistics community. When we hear mistakes in children's speech, this situation affects us involuntarily. We preserve children's words, including using them in the family vernacular. Children's speech is distinguished by many of its characteristics, because the specific aspects of language emerge precisely through the study of children's speech.

At present, a child's speech is such a serious object of research that it is addressed in all fields of the humanities, including history and law. Attention to the formation of a child's speech also exists in the fields of biology, physiology, and medicine.¹

Analysis of literature related to the topic. The adequate formation of a child's thinking style has been thoroughly covered in the research of S.N. Seytlin, M.M. Baranova, T.A. Gridina, G.R. Dobrova, N.I. Lepska, and other scholars. The prospects for studying the phenomenon of word novelty in children's speech, from functional to cognitive-discursive aspects, have been explored from various perspectives. As T.A. Gridina emphasized, “Novelties in children's speech reflect operationality. As a result of this operationality, the cognitive thinking, linguistic knowledge, and the semantic range of language units that develop in the child create an associative field in the child’s psyche.”².

As is known, in pragmalinguistics, the phenomenon of deixis serves to correctly understand the speech situation. In the process of studying research, we observe that the use of personal deixis in a child's speech is considered to be studied in stages. For example, from around 8-9 months, a child begins to acquire lexical units that are easy to pronounce. At 10-11 months, some children may assign two or more deictic functions to a certain unit. For instance, it was found that in the Tashkent dialect, speakers Muxlisaxon Muhiddinova (10 months) and Saidolim Bahodirov (11 months) use the word “ada” to indicate not only their father but also their mother, grandfather, and grandmother..³

¹ Yarashova N. J. Linguocognitive and linguopsychological study of children's literature language. Monograph – Tashkent: Tafakkur Avlodi, 2022 – 59

²Гридина Т.А. Язык как творчество: аспекты изучения детской “неологии”//Педагогическое образование в России. – 2013.Н. 6. – С. 123 б..

³ Qurbonova M. Pragmatic features of Uzbek children's speech. Abstract of Doctor of Philology (DSc) dissertation. Tashkent – 2018. p.12

The personal deixis expression typical of children becomes somewhat more complex at the age of three to four. Most children at this age imitate or creatively reproduce the social roles of adults during play. According to their understanding, the social roles of individuals do not increase throughout life but are exchanged with one another. For example, the following situation was observed in the communication of Sarvarbek Umarov (3 years old), who speaks the Tashkent dialect, with his father: Sarvarbek: – Ada! When I grow up, will I be an older sibling? Father: – Yes.

Sarvarbek: – Then will you be my son?

The language elements used in children's speech require study from a linguopragmatic perspective. Children often use emotionally expressive vocabulary, which is considered important for enriching speech, clearly expressing feelings, and increasing communicative effectiveness..

In the lexical system of a language, lexemes that have synonymous, antonymous, and homonymous relationships, polysemantic words, occasionalisms, dialectisms, vulgarisms, as well as expressive words are active units that serve to enhance the impact of speech. Likewise, archaic words and neologisms also participate in creating speech connotation in their own way. In children's speech, connotative meaning is often formed through expressive words. For example: – Where have you been, uncle? – You yourself are the uncle! (Aziz Aliyev, 10 years old).⁴

The expression of connotation in the Uzbek language, the relationship between denotative and connotative sememes, their causal

⁴ Qurbonova M. The mentioned work. – p. 28.

connection have been analyzed, and the issue of the relationship between connotation and pragmatic evaluation has been studied..⁵

It is known that connotation and the attitude of evaluation are closely related linguistic phenomena. The category of evaluation reflects the speaker's attitude toward an object. Through evaluation, a positive or negative attitude toward reality is expressed. In the process of expressing evaluation, the function of influencing the addressee is also performed. Several stages are involved in the actualization of evaluative attitude in speech. In the evaluation process, the speech subject plays the leading role. The speaker is the controller of this process. The object of evaluation, the feature on which its evaluation is based, and the evaluation standard are both the organizational and indispensable parts of the process. If any of these elements are missing, the evaluation process cannot be carried out. The evaluation feature indicates the content of the evaluation, its positive or negative nature. It is understood that in the functioning of the evaluation process, the presence of the following five elements noted by Sh. Safarov is mandatory: "... these are: subject, object, basis, standard (model), and evaluation feature. Evaluation primarily arises in the subject-object relationship, that is, in the process of determining the significance, attention-worthiness, and distinctiveness of an object in terms of quantity and quality by the subject. In this process, the subject compares the assessed characteristic of the object to an ideal example or standard and relates how closely it

⁵Mamadaliyeva M. The connotative aspect of nominative units in the Uzbek language: PhD in Philology ... dissertation abstract – Tashkent, 1997. – 29 p.; Mamarajabova Z. Connotative meanings of adjectives in the Uzbek language: PhD in Philology ... dissertation – Tashkent, 2004. – 179 p.; Ahmedova N. A semantic-connotative study of address units in the Uzbek language: PhD in Philology ... dissertation abstract – Tashkent, 2008. – 25 p.; Haydarov A. Expression of connotative meaning through phonetic means: PhD in Philology ... dissertation abstract – Tashkent, 2009. – 21 p.; Maksumova S. Expression of connotativeness in the works of Erkin Vohidov: PhD in Philology ... dissertation abstract – Tashkent, 2012. – 21 p.

matches or deviates from this standard. Finally, the evaluation, having passed through all stages of “measurement”, is expressed through verbal signs.⁶

Research methodology. In the study, the texts of the children's audience were examined using methods of description, classification, comparison, and discursive analysis, and the words characteristic of their speech were analyzed using the stylistic analysis method.

Analysis and results. Among the observations and studies on the emergence and development of speech in humans, R. Jakobson's ideas hold particular significance. According to him, the information accumulated in the process of a child's language acquisition allows for substantiating the structural organization of language and the common patterns within it. As a child acquires language, there is no gap or confusion; remarkable universals are observed among children from different countries and continents, meaning they begin to express speech sounds in their own speech according to exactly the same system. Indeed, studies dedicated to observing this process in infants producing various languages show that along with the child's initial sounds, first communicative units, and speech expressions, there is the use of various nonverbal means, the formation of first word combinations, and sentence construction – all of this confirms the above notion. Figuratively speaking, children's language is just like Esperanto itself. As we conducted some observations on the speech of Uzbek children, we witnessed that they produce language according to a certain system, just like children around the world. It was noted that Uzbek children first

⁶ Safarov Sh. Pragmalinguistics. – Tashkent: National Encyclopedia of Uzbekistan, 2008. – p. 184

produce certain vowel sounds, then all the vowels and specific consonant sounds individually, and later express them by combining vowels and consonants.⁷

According to scientific sources, children acquire language based on the following approaches:

1. Action-based approach. According to this approach, children learn language in the same way they learn other things. It involves grouping, forming, and producing various sounds and effects in different situations. The child occasionally expresses in language the influences shown by their mother and close people around them. Also, the imitation of sounds frequently heard by infants plays an important role in the development of speech. The child's life is synchronized with the life and activities of adults. At the same time, the child does not yet have any specific human means to exert influence. The main genetic task of this development is to form the ability and means for interaction with an adult. Emotional-free communication is considered the leading type of activity at this age. A child's isolation from others and the lack of emotional interactions with adults can lead to insufficient development from the very first months of life.

2. A perspective based on social influences. Social (cultural) norms are primarily internalized by the infant through cultural symbols. They become a member of the community only in the process of development. This process is formed through at least two systems of relations – the infant's engagement in communication with people and its exploration of

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the surrounding material objects. Mastering this system of relations occurs simultaneously, in an inseparable manner.⁸

The process of a child acquiring language has been studied extensively by linguists. Nevertheless, there is no consensus on the exact period during which a child fully masters language acquisition and the principles of their mother tongue. The reason is that this process manifests uniquely in each child, and factors such as social and psycholinguistic environments, as well as the infant's linguistic potential, are also very important.⁹

According to experts, the increase in speech disorders today is caused not only by medical factors but also by the ever-changing socio-cultural conditions during a child's development. One example of this is parents who are busy with work paying little attention to their children. In families with a high level of employment, a mother can often spend only about 12 minutes looking after or interacting with her baby. Most of the time, a young child's constant companion is the television, from which the child typically spends an average of 3-4 hours per day.¹⁰

The difference begins to be noticed from childhood: boys tend to strive for freedom and independence, while girls show a tendency to engage in interpersonal relationships. This is also reflected in children's games: the more people there are in their games, the better. Girls, on the other hand, prefer to play in smaller groups; their games show less aggression and more imitation of adult interactions. Gender roles are

⁸Yarashova N. J. Linguocognitive and linguopsychological study of children's literature language. Monograph – Tashkent: Tafakkur Avlodi, 2022 – 125 pages..

⁹ G. Iskandarova. Causes of Delayed Speech Development in Children and Considerations for Its Elimination. Uzbekistan National University

¹⁰ G. Iskandarova. The mentioned work.

formed from childhood. As a person grows, gender characteristics develop even further.¹¹.

Conclusion and recommendations. In the process of studying the sources, we come to the conclusion that in speech, there are language units that indicate person, place (location), and time relative to the speaker, which are context-dependent. These include demonstrative pronouns, adverbs, and proper nouns, and they are called deictic units or deixis. Such units do not have a precise meaning outside of the speech situation and help the listener understand who, where, or when is being referred to.¹²

In conclusion, children's speech, which may seem very simple, actually holds special significance due to its complexity and unique characteristics.

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