



OCCURRENCE OF DEICTIC WORDS IN CHILDREN'S SPEECH

Journal Website:
<https://theusajournals.com/index.php/ijll>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

Submission Date: May 19, 2023, Accepted Date: May 24, 2023,

Published Date: May 29, 2023

Crossref doi: <https://doi.org/10.37547/ijll/Volume03Issue05-25>

Kurbanova Munavvara Abdujabbarovna

Doctor Of Philology, Professor, Tashkent State University Of Uzbek Language And Literature Named After Alisher Navoi, Uzbekistan

ABSTRACT

The article is devoted to the linguo-pragmatic interpretation of the lexicon of children's speech, in which the research level of the problem in world and Uzbek linguistics is noted. The role of kinship terms, nicknames, dialectal words, somatism, dysphemism, and occasionalisms as a unit of reference in the speech of Uzbek children is highlighted. The reasons for the occurrence of the phenomenon of deixis during ontogenesis are explained, and the importance of extralinguistic factors in this process is explained.

KEYWORDS

Pragmatics, deixis, children's speech, lexicon, pronoun, discourse, somatism, dysphemism, occasionalism, ontogenesis.

INTRODUCTION

Deictic words play an important role in the pragmatic interpretation of speech units. If we look at the research conducted in this direction in world linguistics, we can see that children's speech expressions are studied in the pragmalinguistic aspect on the example of different languages. In particular, in the researches of G. Dobrova [1], V. Korolev [2], S. Krasnosheikova [3], deictic units specific to children's speech were studied. All level units of the language system are not covered in these studies. They analyzed

the deictic function of pronouns, adverbial units and kinship terms.

In the research on the linguistic features of Uzbek children's speech, special attention was paid to their acquisition of phonetic and grammatical units, [4, 126] in the socio-psychological point of view, lexical tools were analyzed. [5, 128] In the following years, the pragmatic nature of children's speech, [6, 160] the language and methodology of children's literature [7,

136], figurative thinking and Uzbek children's speech [8, 135], and children's associative vocabulary [9] specific aspects of their speech are highlighted. However, the symbolic functions of Uzbek children's speech have not been specifically studied.

THE MAIN PART

The deictic character of language units is evident in the speech lexicon of preschool children. For example, in children's speech, the word nin-ni, which is used for a baby, not only forms the deix of the person, but also refers to the age of the speaker.

Of course, not all such deictic occasionalisms are created by the child himself. At the initial stage of the period of phylogenesis and ontogenesis, the influence of the speech of people who communicate with him on a regular basis has a great influence on the placement of deictic units in the child's linguistic memory. Preschool children can learn some of these units ready-made from the speech of adults. Because an adult speaker uses this type of deictic units only in communication with children. Such deictic units are mainly characteristic of the speech of mothers and nannies and differ between dialects. For example, in the speech of children speaking the dialect of the city of Tashkent, the words qu-qu and papa are used in relation to birds. Khorezm-speaking children use the word papa for a baby. Children speaking dialects such as Andijan and Ko'kan use this word to express temperature. In the speech of children who speak the dialect of Tashkent city, the word jiz is used for extreme heat. It is characteristic that such deictic units remain unchanged in the linguistic memory of the language owners even after years.

From the age of 8-9 months, the child learns lexical units that are easy to pronounce and tries to use them effectively in his speech. In the speech of children of this age, kinship terms, in particular, the words ada, dada, are actively used. Children refer to their father through these lexical units. Our observations revealed that some children aged 10-11 months can assign two or more deictic tasks to one unit. For example, Abdulbasit Abdujabbarov, Mukhlisakhan Muhiddinova (10 months), Muhammadamin Kenjaev and Saidolim Bahadirov (11 months) who speak the dialect of Tashkent city can indicate not only their father, but also their mother, grandfather and grandmother using the word ada.

When a child reaches one year of age, he learns the terms of kinship such as mother, grandmother, grandfather, brother, sister in the forms typical of the dialect to which he belongs, and begins to use them in his speech. It seems that the number of words referring to a person in the vocabulary of a child at this age has increased to a certain extent compared to the previous one, but sometimes he has difficulty distinguishing the sociopragmatic meanings assigned to these units by adults.

As the child grows up, he begins to perceive the social role of adults. But during ontogenesis, it can refer to two persons through one deictic device. For example, Abdulbasit Abdujabbarov (1 year and 4 months), who speaks the dialect of Tashkent city, used the word amma for both his aunt and grandmother.

The following non-linguistic factors are the reason why preschool children do not distinguish between units referring to a person:

1) space factor (living in one place of people performing different social roles);

2) the time factor (the child sees people playing different social roles at the same time).

It is interesting to note that the people around this condition observed in preschool children are similar to each other according to factors such as knowledge, worldview, ability, behavior, age, gender identity, nationality, territorial identity, profession, position in society, cultural level, speech, appearance, etc. it can also occur on the basis of separation. For example, Ibrahimjon Muhiddinov (1 year and 1 month) used the word uncle in relation to his mother's brother (uncle). It was found that the reason for the child's representation of persons performing different social roles through one deictic unit was the age equality of his uncle and uncle, and the similarity in their behavior.

Children's expression of personality deixis becomes somewhat more complex when they are three or four years old. Because as the child grows, his thinking develops and his speech becomes more social. A child at this age seeks to deeply understand the social role and status of individuals. Due to this, preschool children imitate the social role of adults during the game or try to reproduce it creatively. Children of this age understand that the social roles of individuals do not increase throughout life, but change. For example, Sarvarbek Umarov (age 3), who speaks the Tashkent dialect, had a conversation with his father:

Sarvarbek: - Ada! When I grow up, I'll be there, right?

Father: - Yes.

Sarvarbek: - Will you be my son then?

By the time a child reaches the age of five, he has fully mastered deictic units that are often used in everyday life and begins to use them effectively. Because at this age, the child's speech adapts to traditional language norms in many ways. However, in the process of linguistic socialization, some verbal tools that form the deixis of a person may be inappropriately used in the speech of children of this age. For example:

Even before the age of five or six, Yulduz Khan used to call his bear "kennoi". (M. Sodikova. "She is sweet, and so are her words")

Of course, in the mental vocabulary of children of this age, there will be a standard speech unit representing a person who performs the social role of mother. A certain pragmatic purpose can be observed in children's inappropriate use of person-referring units in this way. Such situations, often observed in the child's speech, become part of the game activity. In this way, children feel the pleasure of their speech.

In the following example, a preschooler uses the word dad instead of the word husband, creating a personal deixis:

Ahmed has become very busy. This year he will go to school. One day he went to his aunt's house. Oisi from him:

- Who is at your aunt's house? he asked.

"As long as there are aunts, then my aunts have fathers," he said. The bear laughed:

"My legs?" (M. Sodikova. "She is sweet, and so are her words")

In children's speech, personal deixis is expressed through lexical dialectics. In the following text, the

child refers to his mother through the dialectal words grandmother, sister:

1. I miss my grandmother even though they won't give it to me. Standing up:

"Get out now," I said, kicking the felt, "I miss my grandmother..."

"Are you the only one who misses your grandmother?"

- Yes, I missed it.

- If Sorabibi becomes your mother, we will have a friend, a girlfriend, we miss her too. (Kh. Tokhtaboev. "Paradise people")

2. ... My sister loves me too. He caressed and caressed me, saying that I gave birth to you before I remember, otherwise, what would have happened to me? (Kh. Tokhtaboev. "A boy with five children")

It is interesting to note that, unlike adults, preschool children use words that imply the concept of kinship to birds, animals and things. In this case, object-object deixis occurs. For example:

As soon as the big sparrow flies, the three children open their yellow beaks wide and chirp. But dad is never wrong. He gives food to all in turn. Yes, there are two dads! As soon as one flies, the other is coming. They take turns feeding their children. It turned out that one is his father and the other is his aunt. (O'. Hoshimov. "Between Two Doors")

Some of the deictic words used in children's speech are somatisms. In the speech of preschool children, some somatisms are used as a metonymic unit, creating a thing-subject deix. For example, "Your nose will run after you have a good head!" (O'. Hoshimov. "Between

two doors"), "I sat under an almond tree and began to make a sheet. If apricot glue sticks to paper, it won't stick to reeds, if it sticks to reeds, it will stick to paper... I'm trying to pull my nose." - formed the deixis of the subject.

Dysphemisms used as nicknames in children's speech also have a deictic function. Dysphemisms, which form the deixis of the person based on similarity according to the external sign, are found in the speech of school-age children. For example:

1. As soon as there was a break, I went to Himmat. If "Giraffe" did not intervene... "Giraffe" is Holmat. Class champion in boxing. He can't sleep on the day he doesn't fight. That's basically it. We call him Giraffe because his neck is long (about one meter). (A. Ko'chimov. "A reborn child (or from Ilhom's "Memory" notebook")

2. At school, children call Anwar "Stork". (Nadir Akhmedov, 13 years old)

The given examples show that because of the tall stature of Kholmat and Anwar, children compared them to giraffes and storks. The word giraffe used in the child's speech formed a personal deixis.

In the following example, the similarity between human and animal behavior is taken into account when expressing deixis through dysphemism:

... I immediately recognized the separated letter. - A short story about the happy fox.

- If we trust you... - Amiriy took the feleton in his hands.
- Where did you find these words?

- What do you mean?

- I'm telling you that lemonade costs 50, a pie costs 20 cents, and a cookie costs one soum.

- I pulled lightly. Is that enough?

- The fox himself is like that...

Not a fox, Brother Khursand! (A. Kochimov. Reborn child (or from Ilhom's "Memory" notebook))

Some metaphorical units used in the speech of preschool children perform a deictic function based on formal similarity. For example:

The "Zoo" was shown on TV, and the animals in it were shown. Three-and-a-half-year-old Sadbar looked at his bear and said: - Bear, look, the elephant has a snake in its nose. (M. Sodikova. "She is sweet, and so are her words")

It seems that the word snake used in this text refers to the elephant's trunk. Sometimes, on the basis of formal similarity, the constituent part of the subject is referred to. For example:

My mother (that's how I learned to call a black woman) does not throw away her "beard" when she peels onions. (O'. Hoshimov. "Between Two Doors")

The child refers to the human body part by the name of the bird and fowl body part based on the similarity in shape. For example:

Dad looked me in the eye and snorted... He put a spoonful of yogurt in my nose. (O'. Hoshimov. "Between Two Doors")

A child forms a thing-object deixis by transferring the name of one of the objects that are similar according to the sign of hardness to another:

The old man was eating walnuts. He bit into one walnut and could not separate the core from the shell:

- Bear, separate the core from the walnut wood, - he addressed his bear. (M. Sodikova. "She is sweet, and so are her words")

Children also use metonymy to refer to individuals. Abduazim Abdujabborov (4 years and 7 months) walks from door to door in the month of Ramadan, pointing to the child who sings the song "Ramadan" and says, "Ramadan has come."

In the following speech act, a school-age boy refers to the anecdote through the metonymic use of the word effendi: Here, even now, I am sitting on the roof massaging the corn, thinking about interesting effendi, teasing myself, making myself laugh... (Kh. Tokhtaboev. "The Boy With Five Children")

In children's speech, there is also a reference to a person through a metonymic unit denoting an object. For example:

Well, behind the office is a long house with big windows. This is a "lock". The radio is playing on the roof. (O'. Hoshimov. "Between Two Doors")

It is characteristic that metonymic deixis in children's speech is also formed on the basis of the national-cultural symbol expressed by the word. For example:

His aunt gave his niece a toy trumpet (clarinet). The nephew happily said to his aunt: "Aunt, did you bring me a "wedding"?" he said. (M. Sodikova. "The word is sweet, so is the person")

In this speech act, the word "wedding" refers to the trumpet, but it also recalls the tradition of playing the trumpet at Uzbek weddings.

In the speech of school-aged children, when the word denoting the name of an activity is used as a metonymic unit, it refers to the subject necessary for the performance of the activity, and a thing-subject deixis is formed. For example:

There are those who say, "It's good that I didn't go, we'll go to the riverside and play soccer." (Kh. Tokhtaboev. "Kingdom of Rabbits")

In children's speech, quantity, action-state deixis are formed through lexical units. In the example below, the repeated use of the word capital indicates the quantification of the action. Such a deictic function of the word is clarified by the speech situation and context:

Grandpa Ahmadqul sipped the cooled tea from the cup, got up, put his hand on the bowl, tied his flower-embroidered garment around his waist, and started to leave. (Kh. Tokhtaboev. "Paradise people")

In the following example, the word rut refers to the playful movement of the animal: My goat ruts the ground and ruts. (O'. Hoshimov. "World affairs")

In our opinion, the deictic function of the dik-dik lexical unit was created on the basis of its associative connection with the combination of playfully jumping. Thus, this lexical unit formed an action-state deix.

In children's speech, lexical occasionalisms also cause the expression of deixis. Some of the lexical occasionalisms specific to children refer to a person, and some refer to a person and his character. For example:

1. The nicknamer wrapped the drum he plays in a blanket and slowly hung it around his neck. (Kh. Tokhtaboev. "A boy with five children")

2. My grandfather is a very snorer himself, and my grandfather said that this habit of yours is good, thieves do not enter our house. (Kh. Tokhtaboev. "Paradise people")

In the given examples, nicknames, hurrakchi occasionalisms used in children's speech formed the personal deixis. It refers not only to a specific person, but also to a characteristic characteristic of him.

Some unusual nicknames observed in children's speech are distinguished according to their deictic function. For example:

- What was his horse, asked someone else, in a wonderful voice, like chitchat singing...

- What was I doing? Uh-huh, I think Kinderway... or Wunderkind, maybe Kindervund-ey...

The girl with a soft voice burst into laughter.

- Frankly, I'm having a hard time saying the name of your Dr-r-brrr-ghayin, I can't speak his name.

"I have never dreamed of such a name," said a new voice.

Another voice, very similar to his, confirmed:

- This is not a real name - a nickname. (Yo. Khojaev. "Adventures of a symptom boy")

It seems that it is extremely difficult for a child to perceive the meaning of an unusual speech unit, to keep it in memory for a long time and to pronounce it

correctly. However, in such occasionalisms, the specific aspects of the reference object are reflected:

- ... They call me Wundergai. To break it down into two, wonder is a sign, gai is my real noun, the first syllable of Zeal. (Yo. Khojaev. "Adventures of a symptom boy")

CONCLUSION

So, the study of Uzbek children's speech in the pragmalinguistic aspect enriches the work carried out in this direction with new theoretical knowledge, and serves to determine the specific aspects of Uzbek children's speech. Deictic features of children's speech are manifested in lexical units in a unique way. In children's speech, personal nouns, nicknames, lexical dialectism, somatism, dysphemism and occasionalisms are active units according to their deictic function.

REFERENCES

1. Доброва Г.Р. Онтогенез персонального дейксиса: личные местоимения и термины родства. <http://www.dslib.net/jazyko-znanie/ontogenez-personalnogo-dejksisa.html>
2. Королев В. Стадии освоения детьми средств выражения локативного и темпорального дейксиса /
3. Краснощекова С.В. Местоименный дейксис в русской детской речи / <https://iling.spb.ru/dissovet/theses/.../thesis.pdf>
4. Сайидираҳимова Н. Мактабгача ёшдаги ўзбек болалар нутқининг лингвистик хусусиятлари: Филол. фан. номз. ...дисс. – Тошкент, 2004.
5. Қурбонова М. Ўзбек болалар нутқи лексикасининг социопсихоллингвистик тадқиқи. – Тошкент: Фан ва технология, 2014.
6. Қурбонова М. Ўзбек болалари нутқининг лингвопрагматик аспекти. – Тошкент: Адабиёт учқунлари, 2018.
7. Ярашева Н. XXI аср ўзбек болалар адабиёти тили ва услубияти (Х.Тўхтабоев ижоди мисолида) : Филол. фан. фалс. ...дисс. – Самарқанд, 2020.
8. Ахмедова Н. образли тафаккур ва ўзбек болалар нутқи: Филол. фан. фалс. ...дисс. – Тошкент, 2021.
9. Qurbonova M., Mirnosirova D. Bolalar assotsiativ lug'ati. Mobil ilova. <https://play.google.com/store/apps/details?id=uz.hamroev.bolalarassotsiativlugati>
10. Ўзбек тилининг изоҳли луғати. 5 жилдли, 2-жилд. – Тошкент: Ўзбекистон Миллий инцклопедияси давлат илмий нашриёти, 2006.