

Expression Of Value Relationship At The Phonetic Level

Xusanova Nilufar Saydulloyevna

FarDu independent researcher, Uzbekistan

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Abstract: This article explores phonetic means of expressing evaluative attitudes, their expressive functions in literary texts, and their role in conveying the author's and character's subjectivity. Particular attention is paid to sound repetitions, intonational pauses, and stress.

Keywords: Evaluative attitudes, lexical units, phonetic and morphological units, positive and negative.

Introduction: Evaluative relations reflect the subjective experiences and emotional state of a person. They are expressed not only through lexical-semantic means, but also through phonetic possibilities. Especially in fiction, phonetic means - stress, intonation, prolongation of sounds, pauses - deeply describe the emotional state of the writer or hero. This article considers the issue of expressing evaluative relations through phonetic means from a theoretical and practical perspective. Subjective evaluation, expressed through phonetic means, in particular, prolongation of sounds, exclamations, pauses, stresses, and tone changes, increases the emotional and aesthetic value of the text. This article analyzes the expression of evaluative relations at the phonetic level, its phonographic manifestations, and socio-cognitive foundations.

METHODS

In the phonetic expression of subjective assessment, speech sounds, their articulatory and acoustic properties, such as intonation, stress, timbre, pause, pitch and prolongation of sounds, play an important role, since they allow the emotional state of the speaker and the evaluator's attitude to be conveyed to the listener in an impressive way. In phonetic expression, it is more reflected in intonation, paired words (nouns) with some phonetic changes. It is known that phonetic level units are used to give the speaker a positive or negative assessment of phonetic means depending on the speech situation. Nevertheless, based on the results of our study, we can say that representatives of both the Uzbek and English languages refer more to vowels and partially to

consonants in the process of negative assessment and express their attitude to reality.

Linguist R.Kungurov, in his book "Subjective Evaluation Forms", comprehensively analyzed the expression of subjective evaluation attitudes at various levels of the language, in particular, at the lexical, morphological and phonetic layers. The author identified the form, content and functional characteristics of the means of expressing evaluation through these levels, paying special attention to their degree of subjectivity, emotional-expressive load and communicative function. In particular, the role of intonation, stress, and pauses at the phonetic level, affixal units (diminutive, affectionate suffixes) at the morphological level, and evaluative words, metaphorical and emotional lexical units in expressing subjective attitudes is widely covered.

Linguist Z. Isakova, in her scientific research, deeply studied the expression of subjective evaluative relations from a theoretical and practical point of view and proposed dividing them into 3 levels according to their expressiveness. According to her, evaluative expressions can be: low, medium, high. This gradation is determined, first of all, by the emotional-expressive load of the evaluative language units, their semantic intensity, and the level of the subject's attitude towards the event or person.

RESULTS

Alliteration is a phonetic-stylistic artistic device created in artistic speech by the repetition of a sound (usually a consonant). It is used in poetic text for aesthetic purposes, such as melodiousness, emotional expressiveness, and strengthening of ideas and images.

Alliteration plays an important role not only as a means of melodiousness, but also in expressing subjective assessments. A positive or negative attitude is created with the help of consonant sounds chosen by the author. For example

1. Sunbul soch, sirti suluv, sarvi sanobar,
Oyna olib, sunbul sochim tarayman. (ijobiy)
2. Aylanay, arazlasang arazlayver,
arazingdan. (ijobiy, erkalovchi)

Gemination is the phenomenon of two consecutive repetitions of a sound, especially a consonant, and is considered one of the phonetic and stylistic possibilities. It is not just a repetition of a sound or letter, but a means of expressing a subjective attitude in the speaker's speech. For example

1. Qo'shnilardan toz-z-zasiga uchraganakansizda!
2. Sizni ros-sa kutdik?!

Onomatopoeia is a word that directly imitates sounds in the environment, natural phenomena, or the sounds of animals or people. Onomatopoeia is a word that reflects sounds or phenomena in an audible form, is a word that is formed on the basis of direct imitation of sounds and phenomena in real life, and is a unit with greater phonetic expressiveness. Onomatopoeia evokes feelings and imagination associated with real sounds in the human mind. This allows the author or speaker to express an evaluative or emotional attitude. For example: "Boboning g'o'ng'ir-g'o'ng'iri ortida mehr bor edi, lekin uni har kim ham anglavermasdi." g'o'ng'ir-g'o'ng'iri – the word imitation often refers to sounds that are vague, incomprehensible, and express disapproval.

Ko'cha bo'ylab lapang-lapang yurib kelayotgan rahbar go'yo hech narsani bilmaganday beparvo edi. lapang-lapang – the word expression by phonetically describing the situation and often conveys an evaluative attitude to the actions of the hero. Their use plays an important role in creating a subjective-emotional mood in speech and in a literary text.

Imitative words express subjective evaluation - positive, negative, neutral attitude. These words imitate sounds, but they also show a person's emotional state and attitude to an object. For example, shildir-shildir, jarang-jurung are used to express a positive attitude, while do'ng-do'ng, alang-jalang are words that express a negative attitude.

The supersegment is the main factor in expressing evaluative attitudes through means (tone, stress, intonation), with the help of which the inner feelings, emotional state, social attitude and evaluation of the hero or speaker in the poem are directly or indirectly

expressed. In particular, subjective assessments such as irony, mockery, affection, hatred, surprise are manifested as a powerful phonetic tool through intonation changes. For example: "Voy, juda yaxshi bo'пти-da!" The tone and stress in the sentence can convey a sarcastic assessment. The use of the interjection in place also affects the evaluative attitude in the speech: "Men... sizdan bunday gapni... kutmagandim." Here, the exclamation point gives a dramatic tone and expresses a negative assessment of an unexpected situation. The subjective assessment at the phonetic level using supersegmentic means is especially important in expressing ironic evaluative relations. Irony usually arises through a contradiction between the superficial meaning of the word and its true purpose, and the situation is often understood precisely through supersegmentic means. For example, consider the following sentence: "Zo'r ish qilibsiz!" If this statement is said in a high tone, slow tempo, and strong emphasis, it may be expressing a positive assessment. However, with a low tone, a drop in intonation, and a strong emphasis on the last word, this sentence takes on an ironic or sarcastic tone, revealing the speaker's hidden point of view.

CONCLUSION

Based on the studied analyses, it can be concluded that lexical, phonetic and morphological units in the language system have an important communicative and stylistic load in expressing personal-emotional attitudes. These units play an important role in expressing the subject's positive or negative attitude to reality, individuals or events through language means. In particular, the semantic and pragmatic value of units denoting subjective assessment enriches the emotional layer of the text, ensuring its stylistic integrity. Also, such means as affixes, intonation and stress present in the language serve to express evaluation at the linguopragmatic level. The study shows that units denoting subjective assessment not only illuminate the speaker's internal attitude, but also convey strong emotionality and sincerity to the listener. This expands their communicative capabilities and ensures stylistic diversity in the language.

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