

The Syntactic Means Referring to the Presupposition in Children's Speech



Linguistics

Keywords: children's speech, semantics, pragmatics, linguistic presupposition, sentence, text.

**PhD. Kurbanova Munavvara
Abdujabbarovna**

**Senior Scientific Researcher of the Tashkent State University of Uzbek
Language and Literature. City Tashkent, Uzbekistan.**

Abstract

The article deals with the relationship of semantics-pragmatics, highlights the essence of linguistic presuppositions, sets the value of syntactic units in the formation of linguistic presuppositions in the Uzbek children's speech.

In the anthropocentric version of the language and speech units, the pragmatic approach plays an important role. In the analysis process in this direction, the linguistic units face to the uniting issue of the semantic and pragmatic meanings. O.G. Butaeva noted that one of the unsolved issues of the pragmalinguistics is the accordance with semantics and pragmatics. According to the scholar's explanation, in pragmatics the meaning of the word associated with the owner of the speech or user of the language, in the semantics it marked as the expression character of the language which did not belong to the certain speech situation, the speaker and the listener [1].

Indeed, the linguistic unit, in particular, the semantics essence of the lexeme formed to the speech, it placed at the linguistic resource during the vital practice of the owner of the language. However, the pragmatic meaning which appearing under the external factors such as the speech situation of the language unit, the general knowledge of the speakers and the listeners about the speech object may or may not exist in the word semantic pilot. The specific component of the word semantic structure does not reflect directly in the speech application, when it arises in connection with the external factors such as the speech situation, the general knowledge about the speech object of the speaker and the listeners, it gives the pragmatic meaning or on its influence on the same word is formed the new pragmatic meaning.

For example, in the sentence "cleaned the house" ("Uyni tozaladi") the meanings of the "to clean" ("tozalamoq") lexeme which were recorded at the "The explanatory dictionary of the Uzbek language": "1. To clean from the dirty, dusty, dirty, and such things, to tidy. 2. To be free from the mixture, unnecessary, excessive things or parts. 3. To be free from the ineligible people, thing and such things, eliminating them" [2, p. 133] including from the word semantic structure, one of them arises on the basis of the communicative intention of the speaker during the speech process. However, in the sentence "cleaned the house" ("Uyni tozaladi") "The house was dirty" ("Uy iflos edi") presupposition which reflecting the house was dirty until cleaning it, was expressed. It is known that for the movement to clean the house, it must be dust or dirt condition.

This logical sequence and at the influence of the components dirty, dusty, uncleanness including "to clean" ("tozalamoq") lexeme semantic structure opens the way to the presupposition in the same sentence. In such case occur joining at one point of the lexeme semantics and the pragmatic meaning. Thus, the meaning of the word and the pragmatic features its using at the speech have the different aspect from each other. R. Pozner noted this differentiate in the linguistic characteristics need to be based on the separation between the meaning of the word and its use in the speech [1].

In the Uzbek language until 80-years of the twentieth century were given attention to learning the linguistic presupposition [3, p. 42-45; 4, p. 28-31]. Since the 90s of the last century, the special research works focused on studying of this problem are appeared [23]. The various articles linked with this issue's analysis were published [6, p. 113-120; 7, p. 46-48; 8, p. 30-34; 9, p. 57-60; 10, p. 61-62; 11, p. 29-33; 12, p. 74-76]. However, there are problems which do not found their solution in this area.

One of the important elements specific to the presupposition is the demonstration internal opportunities of the language unit. In the result of the presupposition will be revealed semantic features of the language unit which not given directly observation. The presupposition is considered the product of the saving principle in the language. In the result of saving principle describing opportunity will appear the syntactic structure of the simple form and of course, the presupposition can help. The presupposition in the result of the saving on the syntactic structure can open the way directly the expression of the certain information which does not illustrate, at the same device as the implicitly. Understanding from this, the presupposition in the syntactic device does not reflect the financial way. However, its external signal has the point unit.

When Z. Burxanov studied the presupposition case, separated the following general signs specific to the linguistic presupposition:

1. The linguistic presupposition reflects the context, the speech situation, the general knowledge about the reality and the aspects related to the language abilities.
2. The linguistic presupposition on the syntactic structure is considered the situation expression which has the secretive expression.
3. The linguistic presupposition on the external structure of the sentence does not reflect directly, but it has the secretive expression through the semantic structure of the sentence.
4. The linguistic presupposition on the syntactic structure has the certain external signals – sign means.

5. In the linguistic presupposition the certain reality expression which was already known to the participants.

6. The linguistic presupposition on the main cases occurs on the basis of the saving principle which practices in language. According to the saving principle, achieving the compactness form on the basis of the integral function of the sentence fallen from the syntactic device added to the other unit in this device, is performed wherewith linguistic presupposition.

7. The linguistic presupposition participates along with proposition in the semantic structure of the sentence and complicates any sentence's content. As the result, in the sentence are broken the unity of the content and the form of the sentence.

8. The linguistic presupposition reflects the information related semantically to the proposition which expressed directly in the sentence and on the main cases foul to the same presupposition semantically [10, p. 61-62; 13, p. 72].

Of course, the aforementioned features can open the general essence of the presupposition. However, if the presupposition links with the age features of the language owners, it will demonstrate the specific features.

The children use various syntactic devices in the creation of speech dialogue. The syntactic devices specific to the children often is characterized in the short, sometimes imperfect, incomplete, fragmentary form, but coverage of the imagination of the child about the reality. The children take readily some syntactic units, in particular, word phrases in the speech process from the linguistic reserves.

Some word phrases which are taken readily from the linguistic reserves of the child, not only in child's speech but also in all the children's speech can form the same presupposition. Such these phrases can be evaluated as the universal presupposition signals.

Children base on the certain facts giving decisions by the reality in many cases. Such facts reflected in the children's speech load the additional information to the phrase. This situation is observed in the following example analysis:

Aka, - deb chaqirganday bo'ldi Omon.
Nimadeysan? – dedim o'zimga kelib.
Nega yig'layapsiz?
Yig'laganim yo'q, uka.
Ko'zingizda yosh bor-ku?
O'zim... tupugimni surtib oldim (X. To'xtaboyev. "Beshbolalikiyigitcha").

In the given text is understood the "Yig'lagansiz" presupposition by used Ko'zingizda yosh bor-ku? phrase. As you know, tears are often caused the keen.

In the sentence Ko'zingizdayoshbor-ku? point to this fact by the presupposition.

In the speech of Mehrangiz Esonova who speaks in the dialect of Tashkent city(3 age) the following extract, the lexical and grammatical mean generate the text presupposition: - Oyijon, sirkka boriylik! Kecha bordik-ku!(-Mammy, go to the circus! Yesterday we went!)

By the sentence used in the given discourse "Kecha bordik-ku!" (Yesterday we went!) is understood "Bugun ham boraylik" ("Let's go today") presupposition. The boy expresses by remembering the reality which happened in the past, to the mother with the claims to want to do it at present. The -ku emphasis particle creates this presupposition which is understood from the text. If this particle leaves the sentence, the presupposition will be lost. For comparison: "- Oyijon, sirkka boriylik! Kech abordik." ('Mammy, go to the circus! Yesterday we went.)

In this speech part in the formation of the presupposition seems to have the role of the kecha (yesterday) adverb. However, its leaving and formation as the "Borgan edik-ku" (We went) of the syntactic structure is not confirmed our mind. Thus, in this case creating the presupposition of the -ku particle will be necessary the of the sentence, context (text) which expressed what about the reality. Therefore, such presupposition is interpreted as the text presupposition.

In the children's speech, expressing the presupposition are shown by the syntactic devices which the verb predicate in the "Look the N" model used as the indirect meaning. Children aim to aware adults the movement are carried out by anyone, in particular, their peers by such syntactic devices. The syntactic devices in the "Look the N" model show different presuppositions demonstrating such this goal of the children. For example:

Aka, Zulayhoni qarang, qizil toshlarimni olib qo'ydi! (X. To'xtaboyev, "Besh bolali yigitcha").

Used in this text "Zulayhoni qarang" syntactic device shows "Zulayhoga tanbeh bering", "Zulayhoni urishib qo'ying, qizil toshlarimni bersin" presupposition. These syntactic devices specific to the children are widely used to form text presupposition. Of course, for arising expressed presupposition by the syntactic device in the "Look the N" model need the context (text) which represented the reality caused the protest of the child. Without this context in the text does not appear the presupposition.

The children create the imitated devices at their imagination in the process of speech. In some imitated devices which created by the children, are shown the certain characters of the imitated object by the presupposition. This factor is observed in the following text:

To'g'ri, - tasdiqladi muallim, - xo'sh, razvedkachi qanaqa bo'lishi kerak?
Botir.
Yana?
Qo'rqmas.
Yana?
Mushuk... (X.To'xtaboyev. "Besh bolali yigitcha")

In our view, in this case for giving the name Mushuk (cat) of the child to the agent served as the basis of the total mark "monitoring the object carefully" specific to the cat and the agent. The child can see the agent the cat state which lying down for catching its prey. The child can show "Mushuk o'lchasini pisib yotgan holda kuzatadi, razvedkachi ham obyektini pisib yotgan holda sinchkovlik bilan kuzatishi kerak" presupposition by the answer cat given on the basis of this imagination. However, during the work, this presupposition which reflected in the text has been interpreted by the author and referred the certain goal. For comparison:

Mushuk... - bu so'z Usmonning og'zidan chiqishi bilan sinfda yana sekingina, bilinar-bilinmas kulgi ko'tarildi. Roziq tog'am ham kulimsirab "ya'ni mushukdek chaqqon bo'lishi kerak demoqchisan, shundaymi?" deb so'radi. Usmon ha, deb tasdiqlagach, unga besh yozib qo'y, deb tayinladi Hamroqulga.

Of course, the dexterity can be interpreted one of the qualities specific to the cat and the agent. However, in our view, not this sign, but "monitoring the object carefully" the general sign combined the cat with the agent. Clarifying from this, the children's understanding the world, the imaginations about the world are based on the emotional knowledge generated intuition differently more than the adults. This situation also finds its expression in the speech using specific to the children.

Thus, the linguistic presupposition specific to the children's speech is clearly visible in the syntactic layer of the language system. The presuppositional characteristics of Uzbek children's speech are shown clearly in the text and imitated devices. The linguistic presupposition specific to the children helps to identify the level of forming the pragmatic capability.

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