

Expression of Deixis in Quasidialogical Speech of Preschool Children

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Abstract:

In this article mentioned, if we take into account that the participation of the interlocutor in quasi-dialogic speech is different from other forms of speech, it can be noted that the expression of deixis is also manifested in its own way. Among deictic units, the indicative feature of pronouns has an important place. Although sign units are quickly formed in the ontogeny of children's speech, the acquisition of pronouns is a little long and complicated: until the child realizes that he is separate from others or until his "I" is formed. It seems that studying the use of pronouns in children can provide very interesting materials for linguistics. Here we want to dwell on the pragmatic nature of deictic units in children's quasi-dialogic speech. Observing the expression of various forms of deixis in children's quasidialogic speech, in which deixis emerges on the basis of the symbolic nature of linguistic and extra linguistic units.

Keywords: quasi-dialogue, deixis, linguistic, extra linguistic units, normative status and evaluation deixis; emotional, discourse, social deixis; temporal deixis; subject, sign, quantity, social, emotional, propositional, discourse deixis.

INTRODUCTION

The transition of language units to real units shows that the child is able to coordinate real units and has achieved the ability to express the mutual compatibility of language units as some material objects. Establishing the compatibility of real objects and the "perceptual nature" of language units - the development of thinking is the main stage for us. In the process of object activity, the child first learns the material properties of objects, then their connection with other objects, and finally the functional use of objects. occurs, and based on this, an understanding is formed. At the higher stage of word acquisition, it appears as a unit of communication and communication, a tool of speech activity, and a sign. However, the name of the subject does not yet mean the conventional use of the word. Because, mastering the conventional use of a language sign as a quasi-object is realized only

when mastering its meaning. In this case, the content is shown as one of its properties. Here, a sign that has lost its meaning is a mere object of the material world, and it limits its function to its material properties. For this reason, meaning is inseparable from the sign. The content is a record of the accumulated experience of a certain object or sign in the process of social practice. At this point, speech is the leading activity of the child's mental development. All intellectual and personal characteristics of children are manifested in speech, the process of the emergence and formation of their thinking is related to the process of language and speech development in young children. The development of speech and the use of words in children is manifested in a specific order. The fact that the phenomenon of deixis is also invisible in children's speech is manifested in its own way.

The theory of deixis is also one of the main issues of pragma linguistics. Although it was studied in linguistics by the ancient Greek grammarians Aristotle and Apollonius Discolours, and a number of studies were carried out later, it is still considered one of the topical issues of pragma linguistics.

LITERATURE REVIEW

The phenomenon of deixis from different points of view: for example, in the comparative-typological direction, A.M. Abashilova, S.S. Rakhimov, G. Rau; communicative and pragmatic features of Y.D. Apresyan, S. Levinson, P. Stockwell, N.D. Arutyunova, G.Sitta; essence and classification of deixis V.V. Burlakova, I.V. Shmatova, Y.D. Apresyan, I.A. Sternin, V.V. Jura [1, 2, 3, 4, 5, 6, 7] have been thoroughly studied.

In the works of M. Hakimov, Sh. Safarov, R. Davlatova, M. Qurbonova, R. Abdurakhmonova, G. Boltakulova, A. Shermatov [8, 9, 10, 11, 12] in Uzbek linguistics, various aspects of the issue of deixis are highlighted. For example, R.H. Davlatova's doctoral work on the topic "Deictic units of the Uzbek language" specifically studied the phenomenon of deixis in the Uzbek language and its pragmatic essence, its place in the linguistic system, types of deixis, methods of expression, the question of merging deictic units into the functional-semantic field. thoroughly researched. [10] M. Qurbanova sheds light on the issue of pragmatic features of deictic units characteristic of Uzbek children's speech in her research. However, as noted by R. Davlatova, "deixis as a universal communicative-pragmatic phenomenon: with its common features repeated in each language, its uniqueness in each language creates the need to study it within the framework of different national languages and different texts."

RESEARCH METHODOLOGY

At the current stage of development of Uzbek linguistics, the language system and the mechanism of human linguistic activity are the person who owns the language, his linguistic consciousness and thinking, mentality; attention to learning in connection with factors such as speech situation, social environment, and national culture is increasing. Progress requires research to achieve high results in every field, and research in linguistics is closely related to the development of society. This dependence requires the human factor to be at the top in every field, and such processes are reflected in our lives today.

It is important to learn the expression of deixis in children's staged quasi-dialogue. Because "when defining deixis, it is important to take into account the position of the interlocutor, and all his situations determined depending on the speech situation are studied in the structure of deixis". If we take into account that the participation of the interlocutor in quasi-dialogic speech is different from other forms of speech, it can be noted that the expression of deixis is manifested in its own way. It is known that in traditional linguistics, the types of deixis, such as the deixis of person, time and space, are distinguished, and as the central units that form them, I, you; here, beyond, far away, now, today, morning, etc. are included. [21] Also, in Uzbek linguistics, deixis is the deixis of normative status and value in addition to the deixis of person, time and space; [7] emotional, discourse, social deixis; [9] temporal deixis; [13] types such as object, sign, quantity, social, emotional, propositional, discourse deixis [10] are distinguished. It is possible to observe the

expression of different forms of deixis in the staged quasi-dialogue. In this case, deixis emerges on the basis of the symbolic nature of linguistic and extra linguistic units. It is known that among deictic units, the indicative feature of pronouns has an important place. Although sign units are quickly formed in the ontogeny of children's speech, the acquisition of pronouns is a little long and complicated: until the child realizes that he is separate from others or until his "I" is formed. K. Buhler explains this process as "a child's self-awareness begins with the use of the word "myself".[14] In fact, pronouns create cognitive complexity for children. This complexity is related to "egocentrism of the child" according to J. Piaget's interpretation [15], "psychological model: inability to imagine oneself in the situation of the interlocutor" according to Wellman's interpretation. [16]

L.H. Golovenkina emphasizes that the child learns the system of pronouns early enough. According to the scientist, the child learns early the first person pronoun, which represents the addressee in the central position, among personal pronouns. "A child is practically never wrong when choosing a personal pronoun," he says. [17]

ANALYSIS AND RESULTS

In our opinion, speech development in children is individual, and this can also be observed in the acquisition and use of pronouns. For example, 2.5-year-old Temurmaliq showed his towel and asked, "Whose towel is this?" when asked "Yours" or "Who is this?" when we introduced ourselves, it was observed that he answered "You". This automatic response is the result of being taught by his mother to say, "This towel is yours," "That's you" (looking at the mirror). When 2-year-old Samira was addressed with these questions, we received the answer ("O'zim") myself (when we conducted a question-and-answer session with a total of 12 children aged 2-4 years, only 4 of them correctly answered the pronoun "I" and we saw that he used it in his place) was the basis for our conclusion that the acquisition of pronouns acquires a unique individual characteristic in each child. Also, most children initially use nouns instead of personal pronouns. For example: 3-year-old Yasmina does not say "Men uxlayman" emas, "Asi uxa-data (uxlaydi-yotadi)" "I sleep", but (sleeps-lies)" or "Sen kitob o'qiyapsanmi?" "Are you reading a book?" "Aka kitob o'qi? Ha..." "Brother read a book? Yes..." he addresses. In many cases, the adults themselves serve as an example. For example: "O'rgilay, aqlli bolamdan! Sen qo'lxalaringni yuvdingmi, oppoq bola bo'ldingmi?" "O'rgilay, aqlli bolamdan! Feruz qo'lxalarini yuvdimi? Oppoq bola bo'ldimi?" "Learn from my smart child! Did you wash your hands, did you become a white boy? instead of saying "Learn from my clever child!" Did Feruz wash his hands? Was it a white boy?" is addressed in the 3rd person form. Studying the use of pronouns in children can provide very interesting materials for linguistics. Here we want to dwell on the pragmatic nature of deictic units in children's quasi-dialogic speech.

The main feature of deictic units is their egocentrism, the semantic basis of which is the concept of "I", "speaker". The figure of the speaker appears at the point where time and place are taken into account. According to the nature of the communicative situation, there are primary and secondary ways of expression of deixis. The primary deixis is a dialogue deixis, which requires a full communicative situation. It contains a fragment of the common environment for the speaker and the listener. Secondary deixis occurs when describing someone's mind, which is not directly related to the speech situation. Y.D. Apresyan also distinguishes primary and secondary types of deixis: "Primary deixis is dialogue deixis, that is, a speech situation based on live, real communication. In this, the speaker and the listener see each other, and each has the opportunity to perceive the surrounding situation and existence. Secondary deixis is not related to the situation of speech communication, but is related to the statement, telling a story. In such a deixis, the place of the speaker and the time of the statement do not correspond to the real place and time of the situation being expressed. [18]

R. Davlatova also shows that the primary method of deixis in the Uzbek language is expressed in the following speech conditions:

- a) the real presence of the speaker and the listener;
- b) unity of the time of the speaker's speech and the time of the listener's reception;
- s) that the speaker and the listener are located in the same space;
- d) the common field of vision of the speaker and the listener, that is, the possibility of observing each other and each other's behavior.

In the scientist's opinion, the inaccuracy of these symbols, the reference to the object of speech in any speech situation, regardless of the real speech act (the unity of time and space) is considered a secondary deixis. [10]

It seems that the staged quasi-dialogue shows a secondary aspect of deixis. Because the staged quasi-dialogue can be considered secondary to the dialogue that occurs in a real communicative situation. Because the child recreates the realities with adults and himself in a staged quasidialogue. In other words, the participants in this quasidialogic speech, as well as the time and space in which the speech is delivered, are not real, but are recreated based on the child's imagination. Y.D. Apresyan also states that "Secondary deixis is used to describe someone's mind without being directly related to the speech situation [18].

In a staged quasi-dialogue, a projection, i.e., a "shadow" of the concepts "speaker - now - here", which are the central signs of the speech situation, is created, that is, "as a result of the change of the context, another referent for the egocentric element appears". 19] H.A. Nikolina, while analyzing children's poems, notes that there are "language games based on pronouns and facial masks that allow the child to go beyond his linguistic consciousness, to present himself as "other", and in this the child shows that the speech is built in the form of a dialogue [20]. Undoubtedly, here the scientist is talking about children's quasidialogic speech and the deictic nature of pronouns in it.

CONCLUSION/RECOMMENDATIONS

It seems that the staged quasi-dialogue is, first of all, a scene of social discourse, which requires a transition (decentering) from the center of the child's "I" to the behavior of "We", i.e. "general", that is, the child he creates an imaginary situation through the emotions of the characters he creates, and the reference object of the pronouns used by the child is not real, but indirectly reflected.

Sometimes the child can participate with his "Men" "I" in the staged quasidialogue. However, if we take into account that the conditions of such a quasi-dialogical speech, the interlocutor is imaginary, that is, not real, it can be said that the secondary expression of deixis is manifested in this place. For example: *Shahnoza, 6 years old*. He reenacts his conversation with his mother in the garden. (Quazisherik is a doll with his mother's scarf wrapped around his head. He is playing on the couch in his room)

- *Mom, are we going to the park today?*
- *Yes, my white girl. We will go, of course.*
- *I play with many children in the garden... Feruza doesn't go, does she?*
- *No, he won't go. He didn't do what we said. We can't do that.*
- *I did. You will take me... // Hey, guys!!! There are so many kids here. Mom, you rest on the bench. I will come now. I'll be right back after playing a little.*

In this quasidialogical speech, although the personal deictics of the pronoun I, -m, -man, -miz refer to the real person of Shahnoza in the situation of the manager of the quasidialogue, the fictionality and imagination of the speech situation show that the secondary expression of deixis appears in this

case. shows. Or today, now, time is indicated by the adverbs of time, and here by the adverb of place (the garden), but their unreality is the basis for judging the secondary expression of deixis.

The following types of deixis are expressed in children's dramatized quasi-dialogue:

Person deixis: - *Ayasi, put my things in a big bag. I'm going to Russia // Come often. Don't miss anything. Men* - a reference to the father through the pronoun.

Deixis of the subject: - *My little girl, come and let me sleep. Close your eyes.* - The subject deixis is formed by referring to the doll (*zochakcham*) through the pronoun *San (sen)*.

Deixis of the time: - *Come, children. Today we will eat together.// What is the food?* Ask the cook.

Location deixis: - *Brother, stop at the big market// Here? Here we come. Get off.* - The large bazaar shown in the scene of this taxi driver based on the gesture of the space to this place is unreal.

Deixis of the sign: - *Dugon, ko'ylaklaring muncha chiroyli. My friend, your dresses are so beautiful. If I tell them they will bring me a dress like that.*

Deixis of quantity: - *Bring 10 chocolates to Shahnoza's father. No, no. He doesn't eat chocolate all at once. He rarely eats.* (Scene of parents' phone conversation)

Social deixis: The girl explains to her doll: - *My father is the big boss. There are many workers. Dad gives orders to everyone.*

In this quasidialogical speech, the father's social position is indicated by the verb "commands".

Emotional deixis: "Mother (Shahnoza, 6 and a half years old) and a little girl (doll) who became a patient" staged quasidialogic speech: - *Are you sick? Where does it hurt? Is it your throat? Where? What about A-a-a? Learn, my white girl. Do not cry. We will treat now.*

Propositive deixis: Propositive deixis in children's quasidialogic speech often occurs in the scene of a telephone conversation. For example, *Samira dramatizes the conversation between her father and mother on the phone: "Dad, haven't you forgotten the children's holiday today?" // ... // Yes, if you remember well. // ... // Wow, did you get a present? // ... // Have you got a big teddy bear? // ...// Your daughter will be happy.*

In this quasidialogical speech, the answer to the questions of the imaginary "father" behind the telephone, that is, the propositional content of the reply is indicated by the repeated affirmative replies of the "mother": *Yes, if you remember well, through the speech of the "father" I remember"; Wow, did you get a present? "I got a gift" by saying, "Did you get a big teddy bear?"* There is a reference to the information *"I got a big teddy bear as a gift" through the sentence.*

It seems that the phenomenon of deixis is manifested in the quasidialogic speech of children in a unique way. In most cases, the unreality of the sign object causes deixis to be expressed in a secondary way.

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