THE EXPRESSING VALUE ATTITUDE WITH THE HELP OF PARALINGUISTIC METHODS

Isakova Z.Z*; Rakhmonova N.B**

[1,2]Teacher of the Chair World Languages,
Kokand University, UZBEKISTAN

ABSTRACT

We know that in the process of communication, the external and internal features of the language are used in a mixed form and serve as the basis for a high level of meaning. Language is a system of signals (messages) with external and internal connections; therefore linguistics consists of parts of metalinguistics and micro-linguistics. Metalinguistics studies the external state of the speech behavior of a language and combines such disciplines as ethnolinguistics, psycholinguistics, sociolinguistics, mental linguistics, phonetics (acoustic and articulatory features of sounds), paralinguistics (phenomena associated with language, gestures, intonation, etc.).

KEYWORDS: *Metalinguistics, Micro-Linguistics, Ethnolinguistics, Psycholinguistics, Sociolinguistics, Mental Linguistics, Phonetics, Paralinguistics*.

INTRODUCTION

Macrolinguistics is the science of expression, not the description of metalinguistic evidence and verbal creative cues that are not history. Its main real meaning is text (part of speech). The language is recognized by its basic meaning of regularity. Small pieces of text are recognized as language units. The word is understood as a sequence of phonemes and morphemes - this is a descriptive state of the linguistic worldview.

In English and Uzbek, as all languages of the world, thought is expressed not only in a linguistic way, but also by non-linguistic (extralinguistic or paralinguistic) means - gestures and implicit (indissoluble) sounds. Such methods, widely used in the exchange of information, are closely connected with linguistics. In this regard, linguists also study the phenomena of related linguistic matters[1] According to O.S. Akhmanova: "The question of the contact between extralinguistic and intralinguistic factors has always been one of the main problems of linguistics"[2]

Linguistic information has two sides - internal and external, while the internal side belongs to the linguistic structure, and the external side belongs to the speech situation. Traditional classical linguistic research focuses mainly on micro-linguistics, i.e. on the inner side of speech - segmented units - phonemes, morphemes, words, phrases, sentences, and its external plane, in particular, at different intonation modulation of sound, speech tempo, voice timbre, various gestures, facial expressions, manners of the interlocutor remained outside the field of vision of linguists[4].Based on the above considerations, the analysis of the nature of the assessment shows that the subject effectively uses the external capabilities of the language, as well as the internal capabilities in the process of positive or negative assessment of the object. In verbal and non-verbal communication, the evaluative feature is manifested almost completely.In this regard, A. Let us consider the analysis of the word Akhmad, cited by Nurmanov as an example: in the Uzbek language, Akhmad as a unit of speech consists of five phonemes, two syllables, one morpheme and one word according to traditional linguistic analysis. Semantically, it represents a person. But this language unit is used in live speech in combination with various super-segment tools and in addition has several additional meanings.In particular, using different intones: 1) answer; 2) the question; 3) motivation; 4) call; 5) second call option; 6) a funny surprise; 7) unhappy to be surprised; 8) warning; 9) anger; 10) taana; 11) disgust; 12) soft request; 13) begging; 14) pride; 15) fear, etc. When kinemes are added, in particular, by shaking to the right of the head or lip, 16) meanings such as "we left" are expressed[3].

In the following examples, we will consider the expression of evaluative relationships in speech through a combination of paralinguistic and linguistic means:

1) Teacher: - Wow, who is the owner of these gifts?

Student: - Ahmad! Today is his birthday! (positive meaning is understood through tone and hand movements)

Teacher: - Who was not on duty today?

The students responded with displeasure"Ahmad". (negative rating is generated using tone)

2) Teacher: - Ahmad? Are you again, Ahmad? When your mind comes in! (negative rating is generated using tone)

Reader: - Guys, you heard, Ahmad became the city's chess champion!

Teacher: - Ahmad? Is he our Ahmadjon? (positive rating is generated by tone)

3) Teacher: - Ahmad! Ahmadjon, live long! We are proud of such a champion!

Teacher: - Ahmad! Don't write on the table! (negative assessment is expressed in tone and hand gestures)

4) Calling- we see that a neutral value is expressed in this point.

5) The second variant of the calling - we see that a neutral value is expressed in this point too.

6) Ahmad: - Mummy, I became a champion!

Onasi: - Ahmadjon! You are a champion boy! Thank God a thousand times! (A positive assessment is given for body movement and tone)

7) Grandma: - Ahmad! Hey Ahmad, get up, you forgot to close the gate again today! (negative assessment for tone and body movements)

8) Father: - My son, Ahmad, if one day the gate was open, thieves would steal from us too! (A negative rating is understood by tone and hand movements).

9) Classmate: - Girls in the class are your servants, Ahmad! We are tired of washing the table! If you write on the table again, you will wash all the desks yourself! (Negative rating using tone)

10) Mom: I grew up with such hopes, Ahmad! (A negative rating is understood by tone and hand movements).

11) Classmate: - Ahmad, Why are you so stupid! Look at your dirty table! Not sitting, even nobody wants to look! (A negative rating is understood by tone and hand movements).

12) Ahmad, did the championship go well? (Positive evaluation using tone)

13) Classmate: - Ahmad, dear Ahmadjon, do not paint on the table! (A negative rating is understood by tone and hand movements).

14) Teacher: - Thank you, Ahmad! Ahmadjan is our champion, our pride, our honor! He raised the prestige of our school! (A positive assessment is understood by tone and hand movements).

15) - Hicks, Ahmad, you can cough or make noise! I'm afraid!

16) - Ahmad! Tahir motioned for him to leave and left the room.

A similar example is given in English by W. We can also see an example of the word "Hello" in a book written by Azizov and others.

1) A woman interrupted another woman who was reading a book by talking on the phone:

- Hello! (Negative meaning is represented by hand movements and do not disturb tone.)

2) A beautiful woman is looking at the reflection in the mirror of her:

- Hello! (A person evaluates himself positively by tone and gesture).

3) When a neighbor puts an item in the wrong place:

- Hello! (Speaker expresses criticism with tone and hand gesture)

4) Dissatisfied with the listener's negligence.

– This is pretty fun! Hello! (Speaker expresses criticism in tone and body movements)

5) Answering the mobile phone

- Hello! (Uzbek word allo! Has a neutral meaning)

6) In the sense of not joking when the interlocutor jokes:

- Oh my God! Hellooo! (By body movements and pronunciation of the letter o)

7) When a girl stands on the side of the road and passes by without seeing a friend:

- Helllo! (Speaker shows the meaning of not recognizing him by facial expressions and the fold of consonants)

8) A young man with glasses on his head who was looking for his glasses and his roommate approached him when he couldn't use the phone.

- Oh, helloo! (The meaning of here are your glasses is expressedthrough gestures and hand movement)

9) The girl hides behind her friend and spanks him. Scared friend:

- Uuuuuuuuu! (By body movements and pronunciation of the letter o)

10) Two twins in front of the TV, one of them goes outside. At that moment, their friend comes up and sits down in his place. The girl came back and said: "Assalom alaykum!", which in the Uzbek language means why have you sat my sit:

- Hello! (With gestures and long pronunciation of the letter o)

11) A girl entered the room and said in the sense of who is there:

- Hello! (Stretching sound o)

12) Two friends greet each other in the street;

- Hello!

- Hello! (With hand movement and gestures)

13) The girl is hungry:

- Hello! (Stretching out the letter o and facial expression)

14) - Hello, it's you again! (A negative meaning is expressed by the presence of tone of voice and word again).

The examples show that the paralinguistic tools used in the structure of speech are extremely diverse, and through them the category of value becomes clear. Above, we saw the mixed use of linguistic tools and paralinguistics in speech, and in the following examples we see that in English and Uzbek, only negative assessment occurs through paralinguistics:

Naim, the barber, frowned in disgust, as if to say, "You're too lazy." (O. Khoshimov) The passenger was shocked to see the laughing mother and father at Sodik. (S. Zunnunova) Nizam took a deep breath. Aunt Bahri did not look at him. (S. Zunnunova) Once one of the Taliban's friends sawRano and walked by with a sarcastic smile. (S. Zunnunova)

In English, we can see the following negative meanings expressed in facial expressions:grinning, teasing, scowling, glowering, smirking, glum, snapping, blushing, grimacing[5]

"Gee, but you were a sucker to fool around with her. She didn't care for you or nobody. But you were pretty much gone on her, I guess, eh?" And he grinned at Clyde amusedly, and chucked him under the arm, in his old teasing way.

"Don't you know that you're lying!" shouted Mason, leaning still closer, his stout arms aloft, his disfigured face glowering and scowling like some avenging nemesis or fury of gargoyle design— "that you deliberately and with coldhearted cunning allowed that poor, tortured girl to die there when you might have rescued her as easily as you could have swum fifty of those five hundred feet you did swim in order to save yourself?"

REFERENCES

1. Akhmanova O.S., Panfilov V.Z. Extra-linguistic and intra-linguistic factors in the functioning and development of language // VYa. 1963. No. 4.

2. Davydov M.V. Paralinguistic functions of supersegment means of the English language in comparison with Russian. AKD. - M., 1965

3. G.V. KolshanskyParalinguistics. - M.: Nauka, 1974

4. Nikolaeva G.M., Uspensky B.A. Linguistics and Paralinguistics // Linguistic Research on General and Slavic Typology. - M., 1966

5. Nurmonov A., "Selected Works. Volume 1 ", Tashkent -" Academic Press", 2012

6. Vereshchagin E.M., Kostomarov V.G. Language and culture. - M., 1973.