

Expression Of Connotation Through Nonverbal Elements In Children's Communication

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Abstract: The article discusses the pragmatic essence of connotation and its reflection in various fields of science. It features children related gestures and facial expressions. The article explores the functions of nonverbal means such as compacting speech, filling it with content, making it effective, and expressing a valuation attitude commonly used in children's communication. It is scientifically justified that paralinguistic means helps us to overcome communicative-pragmatic barriers that arise in perceptual activity. While nonverbal units serve as a means of communication, they do not always produce speech connotations. Children's heads and hands involved non-verbal speech patterns are evidenced by examples to be the reaction and the display for child's maltreatment. Their skillful expression in fiction helps to increase the text's influence, and illustration of preschool children's dissatisfaction with an adult or a peer.

Keywords: connotative meaning, denotative meaning, pragma-linguistics, communicative situations, context, children's speech, nonverbal means, gestures, mimics, pragmatic obstacles.

Introduction

In the process of cognition of the environment through language, a person cannot ignore his feelings, experiences, and attitudes towards reality. In the process, speaker adds additional meanings and shades of the meanings to the linguistic units. Thus these units of language and shades of meaning are referred to as connotation in linguistic science.

Connotation is a universal language phenomenon that can be traced in any language. In a narrow sense it reflects the expressive and emotional capabilities of language in practical use. The fact that the connotations occur in the practical application of the language in relation to the subject of speech, and its connection with the context, relates connotation to the object of pragma-linguistic research.

Since XX century, connotation has been interpreted as an additional meaning built on the denotative meaning of the word. In the sources, one of the earliest works on the subject matter is a book "Meaning of Word" by K.O.Erdman. According to T. Khodjayan, K.O.Erdman divides the content of the word's meaning as follows:

- 1) conceptual meaning;
- 2) accompanying meaning;
- 3) emotional meaning.

K.O.Erdman considered the accompanying meaning and value relationship to be the same as its expressive meaning [1]. The accompanying meaning and value relationship of K.O.Erdman's interpretation has been studied in various aspects as a reference.

Specifically, connotation has become the object of semiotics (L. Yemslyev, U. Eko, Yu.M. Lotman, Yu.S. Stepanov), linguistics (L. Bloomfield, E. J. Watley, A. Palyaro, S. Bali, N.G. Komlev, O.S. Akhmanova, Yu.D. Apresyan, N.D. Arutyunova, V.I. Goverdovsky, V.I. Shahovsky etc.), pragma-linguistics (J. Austin, P. Grays, E. Bartminski, I.V. Arnold, V.K. Kharchenko, A.V. Isachenko) [2, 160], psycho-linguistics (A.R. Luria, A.N. Leontiev, A.A. Leontyev, A.A. Zalevskaya, etc.) [3, 128], [4, 101], literature (A. Martine, R. Bart) [5, 148].

Analyzing the study of connotation in various fields of science scholars such as T. Hodjayan and V.N. Telia derive the following directions:

1. Semiotic direction (Yelmslev L., Bart R.) which is effective in pragmatic interpretation of the text.
2. Psychological direction (Leontev A.A, Zalevskaya A.A, Rommetvett R., Porter M.S, etc.) is closely related to the concept of association and emotional organization of speech and cultural-national aspect.

3. Linguistic direction (Bali Sh.) consists of stylistic, lexicological, and country study related (or linguistic-cultural) networks. [6, 12]

We agree with scholars' views on the pragma-linguistic aspect of this phenomenon, taking into account the fact that the connotation is realized in the practical application of the unity of the human factor.

Materials and methods

Connotation is evidently expressed in the way children communicate. Children as well as adults use gestures and mimics effectively in the process of communication. Such nonverbal tools serve to complement children's speech, to enrich it, and to make it more effective.

Commenting the use of gestures A. Nurmanov notes that the solemn gestures allow the speech to be effective, and that some gestures serve to enhance expressive stylistics of the speech [7, 229].

The use of mimics and gestures in combination with verbal expressions will not only increase the influencing power of speech but also enable the listener to understand it quickly and clearly. Psychologists note that on average the visual reaction is about 170 m/s faster compared to the speech response [8, 221]. In this regard, nonverbal means are an important attribute of communication.

According to M.Saidkhanov, who studied the function of non-verbal means of speech and the national character in Uzbek, the linguistic expression of the paralinguistic means also helps to understand the meaning of certain references in the text [9, 5]. Gestures serve as an important tool for human society in the process of communication, such as conjugal expressions, adding meaning to the language unit or reinforcing its meaning.

According to the conclusions of G.Iskandarova about the use of non-verbal means by children, the child often expresses his or her thoughts through gestures and actions from 5-6 months to 2.5-3 years. While the child may perceive the meaning of the word in conversation, they usually find it difficult to express it in their speech. Children use kinematic means much easier rather than a speech. At the same time, he is increasingly aware of the effectiveness of the nonverbal means in the communicative situation with respect to speech [10, 181]. It is understood that nonverbal devices act as a means of communication in children's speech since early childhood.

Most of the means of nonverbal communication used by preschool children are almost the same. This type of communication is extremely important as it helps to overcome the communicative and pragmatic barriers that occur in the perceptual activity of the child communicating. G. Iskandarova points out the following means as the most commonly used kinematic expression in children's communicative activities:

1. "I'm upset" – he/she turns the corners of the lips down with a frown and faces opposite direction.
2. "Wash my hands" stretches out both hands forward, while opening and closing and pointing to the direction of the tap water the same time.
3. "Thank you" – he/she puts hands on chest, bends a little bit forward and nods head and body slightly, saying "ikh".
4. "Goodbye" – raises hands, in turns closes and opens fingers, and sometimes shakes hand.
5. "Yes" – Confirmation sign. Moves head up and down rhythmically three or four times.
6. "No" – a sign of denial. Shakes head to the right and to the left.
7. "Don't look at me" – turns other person's face away using hands. If the distance between is long, they move their hands in the air performing the same action" [6, 182].

Of course, the use of such nonverbal clues is more common in children's communicative activities. However, it should be noted that even though nonverbal units serve as a means of communication, they are not always able to generate speech connotations. For example:

Shundoqqinayonimizgakelganida (As soon as he came up to us):

- "Ha, yo'lbo'lsin, kechlatib...", - dedi A'zam ("So, where do you think you are going, in such late hour" said Aazam.)

- "Shaharga, - u shundaydediyu, qovoq-tumshuqqilibo'tdiketdi. Biz bir-birimizga qarab yelkamizniqisdik" ("To the city, - he said that and went away frowning all we did was looked at each other shrugging our shoulders.) (N.Fozilov. "Bolaligimposhsholigim" ("My childhood is my blessed time"))

Shrugging shoulders shown in this text has been used to express opinions of the speakers. This movement means – "What happened to him? Why is he going to the city?" Shoulder shrugging implies the abovementioned meanings. It does not connote any information. This can also be seen in the following example:

- Bu amakingnitaniysanmi? Yelkamniqisdim. (Do you know this uncle of yours? I shrugged my shoulders.) (N.Fozilov. "Bolaligimposhsholigim" ("My childhood is my blessed time"))

It is obvious that we should differentiate between the information conversion of nonverbal speech units in communication and representation of the connotation in this process.

We are to illustrate the expression of the connotation in the speech by children using nonverbal means in the following examples based on the comparative analysis:

1. Risolatopameniko‘ribnegadirjilmaydi. (Risolatopa, smiled for some reason seeing me.):

- Uygaketmadingmi? Indamay bosh chayqadim. (“Haven’t you gone home?” I shook my head in silence. (O‘.Hashimov. “Dunyoningishlari”) (“The affairs of the World”)

2. AkramQoradengizgaborolmayqolishinisezadi-da: (As soon as Akram realizes that he will not be able to travel to the Black Sea)

Yo‘q, deb bosh chayqaydi. (He said “No”, and shook his head.) (P.Kadyrov. “Akramningsarguzashtlari” (“Akram's Adventures”))

The head shaking used in the first example represents the response of the speaker to the question expressed through his head motion (“I am not going home”). This nonverbal means that the speaker used to express himself does not serve to convey the connotative meaning. However, the head-shaking unit used in the next example repeats semantically the information understood by the word “No”. The expression of the idea by both verbal and nonverbal means strengthens the power of denying.

To emphasize confirmative nature of the information in children's speech the expression such as nodding and shaking of the head are used. For example:

Kechkirgandatog‘danqoraqashqirotdinganSuyunotaqaytdi. Otdantushib, o‘g‘libilanko‘risharekan (In the evening, Suyun-Ata returned from the mountain on a black horse. He got off the horse and said greeting his son):

- E, hayriyat, har yilqoradengizgaketadigano‘g‘limizbuyilbizning toqqakelibdi! – deb hazillashdi.KeyinAkramnibag‘rigabosdi: – Qalay, kaklikdanxursandmisan? (“Oh, my son, who visits the Black Sea every year, has finally come to our mountain this year!” – joked he. Then he hugged Akram: - So, tell me, are you content with the partridge?)

- Akram bosh irg‘ab, uyalinqirab: – Ha, – dedi. (Akram shyly nodded his head saying “yes”) (P.Qodirov. “Akramningsarguzashtlari” (“Akram’s Adventures”))

The following example illustrates the connotation using hand gestures.

– Qaniechki?(“Where’s the goat?”)

– Ana! – Qo‘limbilano‘nqadamchanarida, birto‘daodamorasidaturganechkiniko‘rsatdim. (O‘.Hoshimov. “Dunyoningishlari”)(Over there! - I showed with my hand towards the goat that was standing not very far from, among a group of people. (U. Hashimov. “World’s affairs”)

In this text, pointing to the object of speech using the demonstration pronoun, as well as rendering it by hand, has created a speech connotation.

Children use mimics as successfully in transferring their ideas. Mimics can also provide information on the psychological state of children. Mimic expression helps to increase the text's sensitivity. For example :

O‘rnimdanturib (I got up and said):

– Chiqibketinglarendi, – deb kigiznigupillatibtepdim, – buvimnisog‘inganman, bildingizmi? (“Get out”, I kicked the felt-rug. “I miss my grandmother, you know?”

– Muhtaramxolam (My auntie Muhtaram):

– Sen judaodobli bola eding-ku, – dedilabiniburib. (“You were such a good boy,” she said, turning her lips.)

– O‘zingizodoblilolasiz, – deb menamlabimniburibqo‘ydim. (X.To‘xtaboev. “Jannatiodamlar”) (“You’re a decent boy”, I turned my lips down. (H.Tuhtaboev. Paradise People))

Apparently, the child's objection to his aunt is directly reflected in the phrase (“You’re a decent boy”. But the boy's lips turning down served to make this objection stronger.

Such mimics used in fiction serves to further increase the power of the work. For instance:

Akramorqasigaqaytdi. Oyisiuniuygaolibkirdi. Mashinachalariniolib, javonningtepasigaqo‘ydi. (Akramcame back. His mother brought him home. She took his cars and put them on the shelf.)

– Gapimgakirmaganinguchunendisengamashinalarnibermayman, – dedi. (“I’ll not give you cars back because you haven’t listened to me” she said.)

Akramyig‘lagundaybo‘lib, birpaslabiniburib, qovog‘inisolibturdi. (P.Qodirov. “Akramningsarguzashtlari”) (Akramwanted to cry for a while; he turned the corners of his lips down and frowned. (P.Kadyrov. "Akram's Adventures")

The lip-twisting unit used in the text transmits information about the child's objection, while also reflecting on his or her mental state. This type of kinematic has been shown to be a sign of sadness in the child's pragmatic activities as well as in adults. Unlike children, however, the behavior of an adult in the communicative activities of adults is often represented by verbal means.

The repeated use of some nonverbal means used in preschooler's speech can further enhance the power of expression. For example:

Bobomovozinichiqarmasdan, ko'zyoshlariniartib-artibyig'lasa, enamxudditog'oradaxamirqorayotgandek, kigiznimushtlab-mushtlab, g'ijimlabyig'laydi. (X.To'xtaboev. "Jannatiodamlar) (My grandfather was crying silently, wiping out his tears occasionally, while my grandmother was crying like she was making a dough in a dish – beating the rug(H.Tuhtabaev. "People of Paradise"))

Of course, these types of non-verbal means can be traced in the speeches of adults as well. Nevertheless, children also have their own nonverbal means. Children usually express the degree of the objection against something by hitting or kicking the ground. For example:

Supa tomondanonamningovozikeldi (My mother's voice came from the entrance):

– Nimabo'pti? (- What happened?)

– Nimaqildingiz? – dedimalambilan. – Soqqamnimaqilibqo'ydingiz?!

Oyimsekingtepamgakeldi. (- What have you done? I said angrily. - What did you do with my toy? Mother slowly came to me.)

– Mana, – dedimpo'choqniko'rsatib. – Soqqamnichaqibqo'yibsiz-ku! ("Look", I said, pointing to the shell. "You've cracked my toy nut.")

Oyimnegadirkuldi (Mother laughed for some reason):

– Qayoqdanbilaman. Qo'y, bolam, akangboshqasinitopibberar.

Oyimingkulishibattaramqildi. (- How do I know? Let it go, my son. Your brother will find you another one. Mother's smile made me even sadder.)

– Kerakmas, kerakmas! – dedimoyog'imnitipirlatib. (O'.Hoshimov. "Dunyoningishlari") (- No need, no need! -I said tapping my foot. (U. Hashimov. "World's affairs"))

Preschool children also express their dissatisfaction with adults or peers by kicking the ground. Child's mood in these situations turns to be very touching. For example:

Endiyanabuvimbilanto'yib-to'yibgaplashamandesam, hadebqo'shnilarimizchiqaveradi, voy, o'rtoq, esonmisiz, deb elkasigaqo'lini mana bundaytashlab, hechbirimengae'tiborbermaydi... Buvimmengaberishmasekan-da, men unisog'inganman. O'rnimdanturib:

– Chiqibketinglarendi, – deb kigiznigupillatibtepdim, – buvimnisog'inganman, bildingizmi? (X.To'xtaboev. "Jannatiodamlar")

(Now, when I want to talk to my grandmother, our neighbors would come, throwing their hands over her shoulders like this, and everybody ignores me... I missed my grandmother, though I they didn't want me to talk to her. So, I got up and said:

("Get out", I kicked the felt-rug. "I miss my grandmother, you know?" (H.Tukhtabaev. "Paradise People"))

The fact that the author used "I kicked the felt-rug" in the literal text through the child's speech helped to increase the power of the expression, displaying skills of the writer.

Conclusion

The child's speech, which at first sight seems very simple, is characterized by a pragmatically complex structure. This feature is also reflected in the expression of connotation in child's speech.

Connotative features of the speech of Uzbek children are realized in all levels of the language system, as well as through nonverbal units. These tools help to increase speech responsiveness, emphasis, and reflect the subjective assessment approach.

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