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Research Article

FUNCTIONAL AND SEMANTIC EXPLICATION OF APPROVAL AND PRAISE IN ENGLISH COLLOQUIAL SPEECH

Submission Date: February 08, 2022, Accepted Date: February 16, 2022,

Published Date: February 28, 2022 |

Crossref doi: <https://doi.org/10.37547/tajssei/Volume04Issue02-08>

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ABSTRACT

The functional-semantic explication of the linguistic phenomenon of approval and praise in English colloquial speech, which is conditioned by psychology and psycholinguistics, is investigated. In the structure of the functional-semantic field of the speech acts of approval and praise are distinguished: the core, the center, the near and the far periphery.

KEYWORDS

Speech acts, functional-semantic field, core, center, near periphery, far periphery.

INTRODUCTION

The speech bases of the phenomena of approval and praise are due to human psychology and, accordingly, the science of psychology, or rather, psycholinguistics. Here we have such linguistic phenomena, the study of which to some extent goes beyond the framework of

the actual linguistic methodology of cognition of the language system and comes into contact with the field of psycholinguistics. In this case, "the linguist is not so much interested in the everyday use of language, which allows people (usually linguists) in some ideal

situations to make judgments about grammatical correctness, establish grammatical relationships, etc." The linguist, in this case, is interested in "... linguistic ability in the form in which it has a psychological reality, i.e. exists as a psychological phenomenon"[1]. The psychological, or rather, psycholinguistic phenomenon of approval and praise can be studied from the standpoint of speech, namely, from the standpoint of colloquial speech, where the factors of the human psyche are amenable to study in the context of the dichotomy of speech and language. At the same time, by speech action we understand some component of speech activity, which "... is characterized by a certain motive and a certain goal. Speech action is such a component of speech activity, which is characterized by an independent intermediate goal" [2; 3]. Thus, the psycholinguistic phenomena of approval and praise are speech actions that are realized in a certain speech situation and imply the linguistic property of evaluative modality.

MATERIALS AND METHODS

Language means expressing speech actions of approval and praise are realized in a certain speech situation, which has four heterogeneous components: 1. the grammatical person of the speaker, expressing the indicated speech actions; 2. the grammatical person of the listener (listeners), which may have a contact with the speaker or a distant location; 3. some person or some fact or event that, from the point of view of the speaker is evaluated as a positive phenomenon; 4. language means directly expressing these positive speech actions. In the above interpretation of a speech situation in which a positive speech action is explicated, conceptual-thinking (semantic) components and pragmatic components merge together. Unified representation of semantic and pragmatic components is due to the

homogeneous nature of the manifestation of language units in speech, in which the extralinguistic and pragmatic properties of language means are most directly expressed in the linguistic and semantic features of the language content plan. "The pragmatic dimension of semiosis is the relation of the sign to its interpreter" [4].

The interpreters of the speech actions of approval and praise, in which the role of the pragmatic component is great, are the face of the speaker and the face of the listener. The grammatical person of an individual subjected to some positive assessment from the point of view of speaker cannot act as an interpreter of the pragmatic-semantic dimension of an event or fact when it is a separate part of the speech situation. But if two persons are combined in some speech situations: the person of the listener and the person of the individual being evaluated, then in this case the latter person can act as an interpreter of the pragmatic-semantic dimension of the speech action.

Such a four-part structure of a speech situation, in which four direct components are presented: 1. the person of the speaker (evaluated), 2. the person of the listener (participant in communication), 3. the person of the person being evaluated (equally evaluated event or evaluated fact), and 4. linguistic means (expressing speech action) - also predetermines the four-part structure of the functional-semantic field of speech actions of approval and praise, in which there are: 1. the core of the field, 2. the center of the field, 3. the near periphery and 4. the far periphery of the field.

In fact, 91 statements were considered (as realized in speech by a sentence), in which the decisive role is played by whole-formed exemes expressing the unambiguous semantics of the speaker's positive attitude to the designated subject of speech - a certain person, equal to some event or fact. For example:

1. “Yes, I like it. Does a boy get a chance to whitewash a fence every day?” [Twain, 2012. P. 26-27]
2. “Well, well, well,” said he, “you old doughface! Struck too, are you? That’s great! But you’re too late. Francesca tells me that Anabela talks of nothing but me, day and night.” [O. Henry, 2013. P. 148-149]
3. “Gift of God” he cried. “I cannot think that God will punish me for desiring naught so good! Be it as you will, then; take me where you please: I put my salvation in your hands.” [Stevenson, 2013. P. 156-157]
4. “That’s a good boy. Fine boy. Two thousand verses is a lot. And you never can be sorry for the trouble you took to learn them; for knowledge is the most expensive thing in the world; it’s a what makes great men and good men; you’ll be a great man someday, Thomas, and then you’ll say ‘Thank you’ to your Sunday school, to your teachers and to your Headmaster. Now I am sure you know the names of all twelve disciples. Won’t you tell us the names of the first two?” [Twain, 2012. P. 52-53]
5. “Doctor, you dear old soul,” cried she, “get up and dance with me!” And then the four young people laughed louder than ever, to think what a queer figure the poor old doctor would cut. [Hawthorne, 2013. P. 34-35]

All of the above examples contain whole-formatted lexemes that unambiguously express a positive assessment on the part of the speaker, these lexemes contain only a positive-evaluative component and are intended only to express a positive opinion: 1): like, 2): Well, well, well, 3): Gift of God, 4): good boy; fine boy, and 5): you dear old soul.

If from the side of the language system itself, the above-mentioned meaningful whole-formed lexemes with the semantics of a positive assessment are

unambiguously intended only to express the positive opinion of the speaker, then from the side of speech and the speech situation, in which the role of pragmatics is great, “... the assessment also expresses the attitude of the speaker to the nominated object, however here, the assignment to the “good-bad” scale is based not on general logical criteria, but on those emotions that the designated object, process or phenomenon evokes” [6; 7]. Despite the fact that some of these English integral lexemes, which are significant in terms of a positive assessment, can often be presented separately, outside the formal grammatical structure of the sentence, for example, in the examples: 3): Gift of God! and 4): That's a good boy. Fine boy -, in a conceptual and semantic sense, they are inextricably linked with the corresponding speech situation and therefore belong to all those speech statements that are realized in them, in these speech situations.

In addition, all the above-mentioned significant positively actualized whole-formed lexemes in examples 1) - 5) are also decorated with the corresponding intonation-phonetic means, in example 1): Yes, I like it - is an intonational pattern indicating positive expression, manifested through lifting descending melody. A similar melody of ascent and descent is observed in examples 2): Well, well, well; 4): That's a good boy. A good boy; and 5): Doctor, you dear old soul. In example 3): Gift of God! - the emotional component is directly explicated positive evaluation.

The extralinguistic situation determines the degree of expression of a linguistic means expressing a speech action. “The degree of emotional richness of an utterance depends on the context in which it is placed, or, more broadly, on the speech situations. Apparently, both the speaker and the listener have a certain emotional mood within a certain segment of the text

(emotional attitude), set either by the general content of the text, or by its first statements" [8].

CONCLUSION

Without a doubt, the English language means expressing speech actions of approval and praise in the given examples: 1): Yes, I like it; 2): Well, well, well; 3): Gift of God!; 4): That's a good boy. A good boy; - are intended to express positive evaluativeness, unambiguously express such positive evaluative semantics, can be repeated in other similar speech situations, and can even show serial use in such speech acts.

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