



COMPARATIVE COMMUNICATIVE-PRAGMATIC AND LINGUOCULTURAL ANALYSIS OF SPEECH ACTS IN CHILDREN'S SPEECH IN ENGLISH AND UZBEK

Sultonova Farida Sharipovna

Toshkent shahar Aniq va ijtimoiy fanlar universiteti 1-kurs magistranti

sulonovafarida1986@gmail.com

Abstract. This thesis examines the communicative function and pragmatic content of speech acts in the development of children's speech in English and Uzbek. The main purpose of the study is to identify the specific features of locutionary, illocutionary, and perlocutionary acts used by children in different communicative situations. The study analyzes the influence of the child's communicative intention, the interlocutor's social status, the communicative situation, and context on the choice of speech acts. It also demonstrates the role of address forms, modal units, repetitions, intonation, and other pragmatic devices in shaping communicative meaning in children's interaction. The findings indicate that as children's speech experience and communicative competence develop, their strategies for using speech acts also become more complex. In conclusion, the comparative study of speech acts in children's speech provides a deeper understanding of the mechanisms underlying the formation of communicative behavior in the two languages.

Keywords: children's speech, speech act, locutionary act, illocutionary act, perlocutionary act, communicative situation, pragmatic context, communicative competence, speech experience, intonation, address forms.

Аннотация. В тезисе исследуются коммуникативная функция и прагматическое содержание речевых актов в процессе формирования детской речи на английском и узбекском языках. Основная цель исследования заключается в выявлении особенностей локутивных, иллокутивных и перлокутивных актов, используемых детьми в различных коммуникативных ситуациях. В исследовании анализируется влияние коммуникативного намерения ребёнка, социального статуса собеседника, коммуникативной ситуации и контекста на выбор речевых актов. Также раскрывается роль форм обращения, модальных единиц, повторов, интонации и других прагматических средств в формировании коммуникативного значения в детском общении. Результаты исследования показывают, что по мере развития речевого опыта и коммуникативной компетенции ребёнка стратегии использования речевых актов становятся более сложными. В заключение отмечается, что сопоставительное изучение речевых актов в детской речи позволяет глубже понять механизмы формирования коммуникативного поведения в двух языках.

Ключевые слова: детская речь, речевой акт, локутивный акт, иллокутивный акт, перлокутивный акт, коммуникативная ситуация, прагматический контекст, коммуникативная компетенция, речевой опыт, интонация, формы обращения.



Annotatsiya. Ushbu tezisda ingliz va o'zbek tillarida bolalar nutqining shakllanishida nutq aktlarining kommunikativ funksiyasi va pragmatik mazmuni o'rganildi. Tadqiqotning asosiy maqsadi bolalar tomonidan turli kommunikativ vaziyatlarda qo'llanadigan lokutiv, illokutiv va perlokutiv aktlarning o'ziga xos xususiyatlarini aniqlashdan iborat bo'ldi. Tadqiqot jarayonida bolaning nutqiy maqsadi, suhbatdoshning mavqei, kommunikativ vaziyat va kontekstning nutq aktlarini tanlashga ta'siri tahlil qilindi. Shuningdek, bolalar muloqotida murojaat shakllari, modal birliklar, takrorlar, intonatsiya va boshqa pragmatik vositalarning kommunikativ mazmunni shakllantirishdagi roli ko'rsatildi. Tadqiqot natijalarida bolaning nutqiy tajribasi va kommunikativ kompetensiyasi rivojlangan sari nutq aktlaridan foydalanish strategiyalari ham murakkablashib borishi aniqlandi. Xulosa sifatida bolalar nutqidagi nutq aktlarini qiyosiy o'rganish ikki tildagi kommunikativ xulq-atvorning shakllanish mexanizmlarini chuqurroq anglash imkonini berishi ta'kidlandi.

Kalit so'zlar: bolalar nutqi, nutq akti, lokutiv akt, illokutiv akt, perlokutiv akt, kommunikativ vaziyat, pragmatik kontekst, kommunikativ kompetensiya, nutqiy tajriba, intonatsiya, murojaat shakllari.

Introduction. It is well known that speech acts have been an important means of expressing communicative intentions and influencing interlocutors in human interaction. In the process of children's speech development, speech acts have been closely connected with children's linguistic abilities, social experience, and communicative needs. Although children's speech in English and Uzbek has performed similar communicative functions, differences have been observed in their expression due to language-specific and cultural factors. The research problem consists in identifying the communicative-pragmatic meaning of speech acts used by children and determining their relationship with linguocultural factors. The relevance of the study has been determined by the growing need in modern linguistics to examine children's speech not only from grammatical and lexical perspectives but also in terms of communicative intentions, speech situations, and national-cultural characteristics. The theory of speech acts has been developed by J. L. Austin and J. Searle and subsequently advanced from a pragmatic perspective by scholars such as G. Grice and G. Leech.[1, pp. 94–107;] Uzbek linguistics has also paid considerable attention to speech communication, pragmatic meaning, and the national-cultural characteristics of language.[3, pp. 35–42] The purpose of this study is to comparatively examine speech acts used in children's speech in English and Uzbek and to analyze their communicative-pragmatic and linguocultural characteristics. The study includes such tasks as identifying speech acts such as requests, commands, questions, refusals, offers, expressions of gratitude, and apologies in children's speech, analyzing the conditions of their use, and generalizing the similarities and differences between the two languages. The thesis has been based on comparative analysis, communicative-pragmatic analysis, a linguocultural approach, and contextual analysis.[4, pp. 21–29]





Main Part. The communicative development of children's speech has been associated not only with vocabulary and grammatical structures but also with learning how and for what purpose to speak in different situations. At the initial stage, children have used speech mainly to express their immediate needs, while later they have begun to select speech strategies according to the interlocutor and situation. Dell Hymes has related communicative competence to knowing what to say, when to say it, and how to say it in a particular situation.[1, pp. 269–293]

Question-and-answer speech acts have played an important role in children's communication. Through questions, children have obtained information, initiated conversations, and attracted the interlocutor's attention. In English, forms such as "Why?", "What is this?", and "Can I go?", and in Uzbek, "Bu nima?", "Nega?", and "Men ham boraymi?" have been used. Question-and-answer interaction has developed children's ability to continue conversations and maintain conversational turns.[2, pp. 93–101] Acts of refusal have also demonstrated the pragmatic development of children's speech. In English, forms such as "No," "I don't want it," and "No, thank you," and in Uzbek, "Yo'q," "Xohlamayman," and "Kerak emas" have been used. In communication with older interlocutors, the use of devices that softened refusal has appeared as an important communicative strategy. Address forms have also expressed the linguocultural characteristics of children's speech. In English, forms such as "Mom," "Dad," and "Teacher," and in Uzbek, "oyi," "dada," "opa," "aka," "ustoz," and "buvi" have been used. These forms have not only addressed the interlocutor but have also expressed their social status and relationship with the child. Communicative meaning in children's speech has also been formed through intonation, pauses, facial expressions, and gestures. For example, "Really?" or "Rostdanmi?" could express surprise, doubt, or disagreement through different intonation patterns. In younger children, non-verbal means have played an important role in conveying communicative intentions.[5, pp. 72–79] Pragmatic errors have demonstrated that having grammatical knowledge and mastering pragmatic norms have not been identical processes. Children could sometimes choose forms inappropriate to a particular interlocutor or situation. Pragmatic competence has developed through real communication experience, observation of adults' speech, and participation in different communicative situations.[6, pp. 145–152]

Communication with peers has also been important in the speech of English- and Uzbek-speaking children. In such interactions, speech acts related to taking turns, agreement, disagreement, defending opinions, and reaching compromise have been actively used. Strategies emphasizing individual expression have been more noticeable in English, while strategies aimed at agreement and maintaining interpersonal relationships have been more prominent in Uzbek.[7, pp. 56–63]

Conclusion. The comparative communicative-pragmatic and linguocultural analysis of speech acts in children's speech in English and Uzbek has shown that children's speech development has not been limited to acquiring grammatical and lexical knowledge, but has





also included the development of the ability to select appropriate speech strategies according to communicative situations. The study has identified the importance of question-and-answer, refusal, and address speech acts, as well as intonation, facial expressions, and gestures in children's communication. Although English- and Uzbek-speaking children have shared common communicative purposes, differences have been observed in their expression due to social and linguocultural factors. In English, strategies aimed at expressing individual opinions and wishes have been more prominent, whereas in Uzbek, forms based on respect, politeness, and consideration of social relationships have played a more significant role. Pragmatic errors have also demonstrated that children's grammatical knowledge and communicative competence have not developed simultaneously. Children's communicative experience, family and peer environment, and linguocultural factors have played an important role in the development of speech acts. Therefore, the comparative study of children's speech in English and Uzbek has had significant theoretical and practical value for identifying the mechanisms of communicative behavior formation across different cultures and for developing children's pragmatic competence.

References

1. Austin, J. L. How to Do Things with Words. Oxford: Clarendon Press, 1962. – pp. 94–107.
2. Searle, J. R. Speech Acts: An Essay in the Philosophy of Language. Cambridge: Cambridge University Press, 1969. – pp. 16–20.
3. Makhmudov, N. Tilning Mukammal Tadqiqi Yo'llarini Izlab. Tashkent: O'zbekiston Milliy Ensiklopediyasi, 2012. – pp. 35–42, 118–124.
4. Leech, G. N. Principles of Pragmatics. London: Longman, 1983. – pp. 21–29.
5. Hymes, D. "On Communicative Competence." In: Pride, J. B., Holmes, J. (eds.). Sociolinguistics. Harmondsworth: Penguin Books, 1972. – pp. 269–293.
6. Clark, E. V. First Language Acquisition. Cambridge: Cambridge University Press, 2009. – pp. 93–101.
7. Blum-Kulka, S., House, J., Kasper, G. (eds.). Cross-Cultural Pragmatics: Requests and Apologies. Norwood, NJ: Ablex, 1989. – pp. 34–41.
8. Иванова, Е. В. Коммуникативная лингвистика и детская речь. Moscow: Nauka, 2010. – pp. 72–79.
9. Yule, G. Pragmatics. Oxford: Oxford University Press, 1996. – pp. 145–152.



10. Safarov, Sh. Pragmalingvistika. Tashkent: O‘zbekiston Milliy Ensiklopediyasi, 2008. – pp. 56–63.

11. Austin, J. L. How to Do Things with Words. Open Library. Bibliographic and library information. [Open Library – How to Do Things with Words](#)

12. Speech Act. Wikipedia. General information on speech-act theory, including locutionary, illocutionary, and perlocutionary acts. [Wikipedia – Speech Act](#)

