

Expression of Axiological Modality in Children's Reference Units

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Abstract:

In this article, the theoretical ideas about the category of modality, the expression of axiological modality in reference units applied to children are highlighted.

Keywords: modality, axiological, language units, linguistic language, subjective modality, objective modality, connotative meaning, subjective meaning, modal semantics.

In linguistics, the final conclusions about the meaning of the modality category as a fundamental linguistic category and the means of its formal expression have not yet been fully resolved. The increasing interest in studying the problem of linguistic modality is reflected in a number of studies related to the study of its functional nature, diversity of modal semantics, and the structure of modality expressive means.

In addition, this phenomenon was considered as a category specific to the syntactic level of the language system, but now it is being studied as a cognitive-discursive phenomenon that is formed and clarified only in the content of the text. The expressive possibilities of modality are very wide, because this phenomenon manifests itself at all levels of the language - phonetic, lexical, morphological, syntactic levels, as well as in any type of text.¹

In modern linguistics, the scope of the concept of "modality" has expanded significantly, essentially covering all possible environments of propositions and communicative modes.². Thus, modality tends to encompass the mode of speaking, knowing, thinking, evaluating, and the category of subjective evaluation.

On the other hand, according to FRPalmer, the definition of modality leaves room for different interpretations due to its vagueness.³

An analysis of the literature shows that there are several different definitions of modality. The Oxford Dictionary of Linguistics [SODL] gives the following definition: Modality is a category that covers the type of speech act or the degree of precision with which something is said.⁴

In O.S. Akhmanova's Dictionary of Linguistic Terms, modality is a conceptual category that has the meaning of the relation of the speaker to the content of the sentence and the relationship of

¹Бойматова Д.Б. Ундалмали гапларда ифодаланган аксиологик модалликнинг прагматик ва семантик вазифаси. <https://cyberleninka.ru/article/n/undalmali-gaplarda-ifodalangan-aksiologik-modallikning-pragmatik-va-semantik-vazifasi/viewer> (12.12.2022.)

²Таривердиева М.А. Семантика модальных глаголов и их роль в предложении-высказывании//Филологические науки. – 1987. – С. 53-59.

³Palmer FR Mood and modality / FR Palmer. – Sambridge: Sambridge University Press, 1986. – R. 240-243.

⁴Sold – Oxford Learner's Dictionaries.<http://oxfordlearnersdictionaries.com>. (16.12.2022.)

the content of the sentence to reality..., [it] is expressed by various grammatical and lexical means, e.g. , with verb forms and modal verbs expressing the action's relation to reality⁵.

Modal reactions are associated with a certain emotional state of the speaker, so this emotionality is included in the modality (through the "I" of the speaker). It is a specific form of expressing the emotional attitude of the speaker to the subject of speech, and the inclusion of emotional expression in the category of modality provides objective reasons for this.

According to researcher D. Boymatova, the category of modality is one of the constantly studied phenomena of linguistics. At that time, this phenomenon was considered as a category specific to the syntactic level of the language system, but now it is being studied as a cognitive-discursive phenomenon that is formed and clarified only in the content of the text. The expressive possibilities of modality are very wide, because this phenomenon manifests itself at all levels of the language - phonetic, lexical, morphological, syntactic levels, as well as in any type of text.⁶

Currently, the modality expressed in language units is manifested in a unique form as a speech process between people - communication and emotional expression. The importance of this modality category of the communication process can be seen in the speech of the characters of the artistic work and the examples of reference units used in the process of oral speech. It should be noted that children's units of reference are used to express a more subjective attitude.

Modality is a subjective and evaluative character as an expression of attitude. In this context, the dichotomy of "modality or evaluation" is removed. The essence of modality can be recognized as an evaluative relationship⁷.

In other words, the speaker's expression of his feelings, attitude, semantic meaning and evaluation, in the process of choosing language units, provokes a positive or negative modality in the object of emotionality, evaluation, feeling, imposed on the units he chooses. , the emotional state and evaluation of the speaker increases the axiological activity of the listener.

Today, in linguistics, there is an increase in research on the axiological nature of human consciousness, since evaluation is a description of behavior and characteristics characteristic of people as an integral part of cognitive processes.

According to the conclusions of experimental psychology, "people automatically evaluate 'good' and 'bad', or social and non-social things and events (most importantly, each other - our explanation)"⁸. Specific linguistic means of expressing value have ways of expressing and describing it in language.

The analysis of modality at the communicative-pragmatic level shows that the expression of axiological modality, which is a type of subjective modality, with units of reference serves the realization of communicative goals and plans in speech. In addition, modality represents the subjective assessment of the speaker⁹.

Language modality has the character of subjective expression, so it can be defined as the grammaticalization of the speaker's subjective attitude and thoughts.¹⁰.

⁵Ахманова О.С. Словарь лингвистических терминов. – М.: «Советская энциклопедия», 1969. – 237 с.

⁶Бойматова Д.Б. Ундалмали гапларда ифодаланган аксиологик модалликнинг прагматик ва семантик вазифаси. <https://cyberleninka.ru/article/n/undalmali-gaplarda-ifodalan-gan-aksiologik-modallikning-pragmatik-va-semantik-vazifasi/viewer> (12.12.2022.)

⁷Попова Е.А. Авторская модальность как средство выражения антропоцентричности текста: Дисс. ... канд. филол. наук. – Липецк, 1996. – С.39-40.

⁸Александров Ю.И. Системная дифференциация. Экспериментальный и теоретический анализ // Когнитивные исследования: Сборник научных трудов: Вып. 4. – М.: ИП РАН, 2009. – С. 239-259.

⁹Lyons, 1977; Palmer, 1986; Halliday, 1970; Wierzbiska, 1987; Beketova, 2011; Lavrentiev, 2011; Zakharova, 2012 and others.

¹⁰Palmer, FR Mood and modality / FR Palmer. – Sambridge: Sambridge University Press, 1986. – R. 240-243.

According to the linguist scientist R.Kongurov, subjective assessment is an expression of the positive or negative attitude of the speaker to the objective existence and his speech. A modal relation can also express affirmation, denial, suspicion. It is considered as a special inspection object¹¹.

In Russian linguistics, two types of modality are distinguished: objective (ontological) and subjective (persuasive), that is, persuasive (the explanation is ours). Objective modality - reflects the objective characteristics associated with a certain situation. Subjective modality expresses the assessment by the speaker and reliably shows the degree of relevance of the expressed assessment to the situation.¹²

Subjective and objective modality is expressed by means of a number of units in the language in the process of speech, expressing, expressing, generally evaluating the connection of a person with the objective world, a certain attitude towards all things and events in it. The speech process itself requires subjective and objective assessment.

The well-known scientist Sh.Rakhmatullayev says that the negative or positive attitude of the speaker to the objective entity or to his own speech, determined by him, is handled by the category of modality in grammar.¹³

According to R.Kongurov, in modern Uzbek language grammars, under the name of "subjective evaluation forms", -gina, -shaq, -sha, -shik, -loq, which are mainly studied in the composition of nouns and adjectives, -animate forms usually indicate the modal relationship of the speaker to the objective entity, to his speech¹⁴.

R. Hadyatullaev¹⁵, E. Qilishev¹⁶, G. Kambarov¹⁷In the researches of the authors, attention is paid to the features and meanings of the subjective assessment forms in the Uzbek language, and it is noted that they are expressed as a grammatical category mainly with the help of various affixes.

It is known that, in addition to the appellative function, the expressive units perform pragmatic, poetic functions, and the functions of expressing emotional evaluation. Expressional units referring to children, as mentioned above, are also used as a means of expressing subjective assessment, i.e. axiological modality.

The concept of "value" has positive and negative meanings, which are manifested in the work of nationalism and expressiveness. Positivity and negativity in language affect a person's mental state. The value predicate expresses the main meaning: good and bad. The expression of good and bad grades is mainly expressed through adjectives¹⁸.

Therefore, evaluation should be understood as the subject's positive or negative attitude towards the object. It is worth noting that if there is only a positive attitude in the expression of caress, there are both negative and positive emotions in the assessment.¹⁹

¹¹Қўнғуров Р. Субъектив баҳо формаларининг семантик ва стилистик хусусиятлари. – Т.: Фан, 1980. – Б. 42.

¹²Панфилов В. З. Категория модальности и её роль в конструировании структуры предложения и суждения. – М.: Наука, 1977. – С. 74

¹³Grammar of the Uzbek language. - Tashkent, 1975. - B. 585. (The part "Modal words" was written by Prof. Sh. U. Rahmatullaev).

¹⁴Қўнғуров Р. Субъектив баҳо формаларининг семантик ва стилистик хусусиятлари. – Т.: Фан, 1980. – Б. 44-134.

¹⁵Ҳадиятуллаев Р. Ўзбек тилида субъектив баҳо формаларининг маънолари ҳақида. Ўзбек тили ва адабиёти 2-сон – Т., 1969. – 63 б

¹⁶Қиличев Э. Ўзбек тилининг амалий стилистикаси. – Т.: Ўқитувчи., 1992. – Б. 21-140.

¹⁷Қамбаров Ғ.С. Баҳо муносабати ва унинг ўзбек тилида ифодаланиши (шахслараро муносабат асосида): Филол.фан.номз.... дисс. – Тошкент, 2008. – 125 б.

¹⁸Қамбаров Ғ. С. Баҳо муносабати ва унинг ўзбек тилида ифодаланиши (шахслараро муносабат асосида): Филол.фан.номз.... дисс. – Тошкент, 2008. – 125 б.

¹⁹Самигова Х. Эмоционалликнинг инглиз ва ўзбек тилларидаги ифодаси (эркалаш майдони мисолида).– Тошкент: GlobeEdit, 2019. – 13 б

Although the possessive affixes added to the units of reference used for children in Uzbek language are not affixes expressing a special subjective evaluation, they express a modal attitude due to the imposition of a positive attitude by the speaker.

In this case, the possessive affixes -im added to the words gul-, malika-, gunsha-, shirak-, jon-, arslon-, kozi- indicate the speaker's caress and positive attitude. can be understood.

In Uzbek and Russian language units of reference for children, it can be observed that positive and negative evaluation is expressed by different grammatical forms (morphological) and lexical and syntactic means.

So, reference units are a social form that expresses the relationship of people to each other. Reference units reflect the psychological state of the speaker and his feelings towards the interlocutor.

From the beginning to the end of the famous poet Gafur Ghulam's poem "You are not an orphan", the appeal to orphans is based on the repetition of a sentence with great magical power so that they do not become depressed. In the poem, the address to the orphaned children of the Great Patriotic War is expressed in a linguistic and cultural way typical of Uzbeks:

you are not an orphan

Rest in peace, my liver.

Kind like the sun

Your motherland is your mother...

The poet expresses his feelings to the children orphaned due to the brutal war, who lost their home and homeland and came to a foreign country, through units of reference such as my liver, my lamb, my heart, my soul, my infant child.

The poet's references to orphans, such as my liver, my lamb, my heart, my soul, and my infant child, may not express such modality or emotionality in their semantics. For example, when grammatical forms are not added to the units liver, lamb, heart, soul, they do not express a subjective attitude. -i, -(i)m possessive adjectives play an important role in expressing the poet's positive attitude towards the object, mental feelings.

As the poet creates the image of a "mushy baby" in the eyes of the reader, in this place he has the strongest emotional impact on children and expresses extreme closeness, "breast", "go The choice of reference units "zim" turns the verses towards national-cultural expression.

B. Orinboyev also used in the appeal the main stylistic purpose of the dictionary of possessive affixes added to words such as my boy, botam, arslonim, bekam, jonim, ayim, shirogim, kozim, i.e. it increases the emotional-expressive value of the speech by adding a special tone to the meaning of ownership²⁰, believes that.

In the Uzbek language, axiological assessment is formed by the addition of suffixes such as -jan, -gina (- гина, - гина), which express a subjective assessment, in the units of reference used for children in the context of caressing. When addressed by adding such suffixes, the units of reference express the meaning of "taking close" in addition to the content of caressing.

➤ *Shabnam, my daughter-mother, be refreshed! Here I am, you see?! Do not be afraid, my daughter! I'm here right?!*

When the gatekeeper spoke, the circle stopped. The father's voice trembles. On the gallows four feet high, the young man holding the girl's palm takes her hands. The girl's voice rings out:

➤ *Labbay, dad?*

➤ *Thank God! My daughter, I will bring you a blessing...*

²⁰Ўринбоев Б. Ҳозирги ўзбек тилида вокатив категория. – Тошкент: Фан, 1972. – Б. 26.

➤ *ok dad...*

➤ *People! Give a blessing to the generation of Eve, who walks on the path of the swallow!*

Although he saw Shol, who was walking alone with his anxiety, he was not paying attention. When he saw the girl on the fence, he sped up his pace as if he wanted to get away from trouble. But when he heard the "prayer" and sat on the luggage bag, he became an involuntarily spectator. The crowd joined in prayer.

➤ *Shabnam, my liver, black eye, what's on your mind?*

➤ *The crown state!*

"Bale!" he said.

➤ *What's in your eyes, my light?*

➤ *Nuri Muhammad!*

➤ *Alas!*

➤ *What's on your tongue?*

➤ *Kalima-i Shahadat!*

➤ *Alas!*

➤ *What's in your ear, honey?*

➤ *Doomsday!*

➤ *Alas!*

➤ *Honey, I'm hot!*

Then the gatekeeper recited a long prayer.(Eshqabil Vali. The story of "Dorboz" // "Youth" magazine, 2013, issue 2)

Shabnam, my daughter-my mother, used in the first stanza, the unit of reference shows the closeness and value of the father to his daughter. If the address in the style of my mother is a dialectal form of the address my daughter, then the address units shabnam, jigarim, kozym black have the meanings of the dearest child, nuri diydami, gulim, balli, kizginam address units -(i)m, possessive the meaning of caressing is strengthened by the addition of suffixes. The use of the exclamation point in the text with an intense reference unit expresses the satisfaction of the speaking father with his child's actions in a positive spirit.

According to our observations, in Russian family discourse, when parents or adults address children, although the child's name does not have an abbreviated version, the child's name is not pronounced in full.

➤ *Ninotchka, pojaluysta, odolzhi nojnitsy.*

➤ *Igorek, herd cloak!*

It can be seen that the meanings of caressing and petting are expressed in both anthroponyms that are referred to. In addition, anthroponymic appeals also serve as a signal for children, indicating that the speaker considers him "his".

The connotative suffixes -enok, (-onok), -ushka, (-yushka, -eshka), -ik are productive suffixes in the units of reference used for children in Russian. They not only express a positive attitude, but also gives a unique expressiveness to Zlovshi's speech.

It can be seen that in Russian, axiological assessment is mainly expressed by morphological and lexical means of expressing subjective assessment. The axiological assessment in the meaning of caressing is also expressed by adjectives such as sladkiy, lyubimyy, milyy, khoroshiy, umnyy, dorogoy, and adjectives combined with the pronoun moy + singular pronoun. For example:

*My sweet baby girl,
sweet oil, rosehip,
Ya hochu, chtob byl ty vseгда so mnoy.
Ya tebya lyublyu, silno, bolshe vseх...*

The expression of positive and negative evaluation in children's reference units depends more on the speaker's emotion. Metaphors form a large group of reference units with the meaning of evaluation in the Russian communication discourse. The speaker or writer expresses caress by adding more attitude and emotion to the addressee - the child - expressed through the metaphor. For example, there are references that express appreciation and caress of the speaker with a positive content, such as *lastochka*, *zoloto*, *sokrovishche*, *angelochek*, *yagodka*, *solnyshko*, *rybochka*, *zaychik*, *yojik*, *golubchik*, *kotyonok*. Such units of reference have a metaphorical character and have an expressive and evaluative content at the same time.

Appropriate use of language units facilitates the evaluation process and promotes the activation of lexemes that reflect the evaluation. The content characteristic of evaluation words and the psychological identity of the speaker indicate the complexity of axiological modal meanings and the fact that they have a semantic expression.²¹.

Due to the fact that children's reference units are semantically related to the emotional-emotional state and perform a pragmatic task, it can be said that mental axiological modality is expressive. Also, emotional-evaluative appeals reflecting the subjective, but psychologically valid aspects of the perception of reality reflect various aspects of everyday life.

All of the above determines the combination of sociolinguistic, emotional, and methodological features in children's reference units representing axiological modality.

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²¹Бойматова Д.Б. Ундалмали гапларда ифодаланган аксиологик модалликнинг прагматик ва семантик вазифаси. <https://cyberleninka.ru/article/n/undalmali-gaplarda-ifodalanagan-aksiologik-modallikning-pragmatik-va-semantik-vazifasi/viewer> (12.12.2022.)

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