Research Article

THE STUDY OF PRAGMATIC FEATURES OF ADDRESSING UNITS IN UZBEK LANGUAGE

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ABSTRACT

This article focuses on the study of speech units, especially the speech units used for addressing. Basically, the pragmatic features of the addressing units have been analyzed. The analysis of these features of the language has been carried out on the example of the Uzbek language. The article categorizes the pragmatics of the addressing units in the speech acts, justifying the problems and importance.

KEYWORDS

Addressing units, speech act, pragmatics, Uzbek language, locutor, the interlocutor, the content of communication, illocation, location, Perlocution.

INTRODUCTION

One of the important components of speech etiquette is addressing. Addressing is a language unit that is actively used in our daily lives. That is why its study has always been in the focus of scientists. Our study showed that, first of all, the issue of in-depth study of the concept of "murojaat" (addressing) was cross-cutting. In Uzbek linguistics, "murojaat" (addressing) is called by different terms: ундалма [11.150], вокатив

категория [10.51], вокатив сўзлар, чақириқ сўз, чақириқ форма, чақириқ келишик, ундаш келишик, мурожаат терминлари[2.12], мурожаат шакллари[1.15], мурожаат ифодаловчи воситалар, мурожаатни ифодаловчи бирликлар, мурожаат сўзлар [8.69].

In linguistics, a lot of scientific work has been done on "undalma" (appeal) and its nature, mainly revealing the linguistic nature of appeal. The first ideas about undalma (appeal) in Uzbek linguistics can be found in the works of A. Gulomov. It is well known that appeal refers to the person to whom the speaker's speech is directed [11.150]. It is evident from this that appeal is mainly applied to a conversation between the speaker and the listener, or to a call, an exhortation, an encouragement made to inanimate objects. Some linguists interpret words that contain the meaning of a call as a vocative form [2.12]. Indeed, the term "addressing units" is broader than the term "appeal". Therefore, in our article we found it necessary to use the term "addressing units" instead of the term "appeals". The word "murojaat" (addressing) is defined in the Uzbek dictionary as follows:

МУРОЖААT [مراجع] - кўриб чиқиш; таққослаш, солиштириш; бирор нарса сўраш; ишни қайта кўриш. Бировга қарата айтилган гап, қилинган даъват, чақириқ ва ш. к. [9.645] (– review; comparison, contrast; ask for something; review the case. The sentence that is said to someone, to encourage, to do addressing, and so on.)

In D.E. Rosenthal's glossary of linguistic terms, "addressing" is interpreted as follows: addressing unit is a noun, pronoun, substantivized adjective or equivalent phrase used to describe a person or thing to which a speech directed [4.465]. In fact, addressing unit is a word or combination of words that identifies the person to whom the speech is directed.

It is, first of all, the name of the addressee, the level of attitude, position in society, profession, position at work, career, nationality or age, named according to the relationship.

Apparently, the addressing units mainly serve to attract the listener's attention among the communicators. Hence, addressing represents a broader concept than appeal. When the addressing units are analyzed from a socio-linguistic point of view, along with creating a connection between the addressee and the recipient, they reflect how the conversation goes, the different attitudes of the communicators towards each other, respect, age, gender, as well as national culture.

English linguist Michael Formentali [12] has conducted research on addressing strategy in the British academic environment. This study aimed to reveal the addressing strategies used by students and teachers in speech activities in educational institutions. The researcher used semi-structured interviews, academic audio and video recording for the research paper. The results showed that there was asymmetry between the communicators with students addressing to teachers in formal addressing forms (title + surname, honorifics) and students in informal addressing forms (the students' first name and such informal expressions).

RESEARCH AND METHODOLOGY

Pragmatics is a relatively new form of linguistics that studies human speech activity, the purpose and content of such activity, the means of verbal and nonverbal expression of such purpose and content in oral and written text, their place in the act of speech, the communicative effect, and the linguistic expression of different attitudes in speech.

The term "pragmatics" was first used by the philosopher Charles Morris [13]. He compares pragmatics with semantics and syntax. Pragmatics is any human activity related to language and in this activity language users use language units appropriate to the context and speech situations. For example, in our daily lives, we usually play many roles - student, friend, girl/boy, leader, client, and so on. In playing these different roles, sometimes our speech requires a specific change. In turn, we use our speech units as a tool for the realization of our goals.

The communicative-pragmatic features of addressing units are considered as a factor in communication: "A speech act is a unit that is considered in the context of a goal-oriented pragmatic condition, carried out in accordance with the principles and rules of speech adopted in a particular society" [3.683]. If the speaker explains something meaningfully and the listener understands in his place, it can be said that the speaker has performed the necessary action and that action is called a speech act.

The theory of speech act was first explained by the English philosopher John Austin in a series of lectures at Harvard University between 1955 and 1962 [5.27-130]. He explained that a speech act is a three-component communication: locutor, the interlocutor, the content of communication. He supposed the locutor as the speaker, the interlocutor as the listener, and the content of the conversation as looked at the content of the conversation they were having. The idea of this theory was later developed as a continuation of the research work of P.F. Strausson and Dj.Syorl [6. 151-169] (See Table 1):

Table 1

Speech act		
Illocation	*Location*	*Perlocution*
The purpose of the speaker	Expression	The result of a verbal influence on the listener

Linguist Yu.D. Apresyan called the illocutive function of expression "an instruction of the speaker on how to understand the addressee expression ...". According to him, the structure of the illocutive function of expression consists of: *illocutive goal, method of achieving illocutive goal, intensity of illocutive force, conditions of success of speech act*. Speech activity is defined as a locutive act with respect to the use of speech tools, and as a result, a perlocutive act occurs. For example: – *Каминадин тағин не тилайсиз, устод?* (О.Ёқубов. Улуғбек хазинаси). In this sentence the parts of the illocutive act and all the functions are performed: illocutive goal - to reveal the desire of the interlocutor; illocutive goal achievement method - the goal is achieved using the "*устод*" addressing form; the intensity of the illocutionary force - the immediate response from the listener; a condition for the success of a speech act is that speech etiquette is based on the principle of politeness. In this sentence, **location** is the use of a polite form of address. **Perlocation** is when the speaker quickly receives the desired response from the interlocutor.

ANALYSIS AND RESULTS

In each specific communicative-pragmatic "speech situation" is determined by a set of extra linguistic factors such as socially standardized rules of social

behavior (including verbal), social positions, interlocutors' relationships, formal/informal communication conditions. The listed factors are formulated by N.I. Formanovskaya as follows: **who - to whom - about what - where - when - for what reason - for what purpose** [7.32]. Returning to the example above: – *Каминадин тағин не тилайсиз, **устод**?*

Мирзо Улуғбекнинг кўзлари қисилиб, чеҳрасида ўйчанлик аралаш шиддатли бир ифода пайдо бўлди: – *Бор тилагимни боя айтдим, ман ўзимнинг чин бойлигим деб, тожу тахтни эмас, илм-маърифат йўлида қилган хизматларимни, битган асарларим, тўплаган илм хазинасини билурмен.* (О.Ёқубов. Улуғбек хазинаси).

During the study, as a result of the analysis of about 200 works of fiction and the observation of speech of native speakers, we found that the implementation of 28 different types of speech acts from the communicative-pragmatic point of view through addressing units (See Table 2):

Table 2

Acts of speech representing units of addressing	
1. An act of expressing regret or sorrow	15. The act of reprimand
2. Act of expression of the command	16. Act of approval
3. An act of expressing anger	17. Act of consolation
4. Permission act	18. Act of wishing
5. Act of request	19. Act of apology
6. The act of denying	20. Farewell Act
7. Counseling act	21. An act of expressing joy
8. Taking information act	22. An act of complaint or grievance
9. Goal statement act	23. The act of pampering
10. Act of expressing grateful	24. The act of attracting attention
11. Act of expressing consent	25. The act of showing admiration
12. Greeting act	26. Act of insult
13. Congratulatory act	27. Act of inquiry
14. Invitation act	28. An act of respect or compliment

These given classifications can be proved by giving the following examples: 1) In expressing regret or sorrow: – *Аттанг, аттанг,* – деди "шайхулислом", – *барвақтроқ келмабсиз-да, **бачча**, акун ҳамма ҳужраларга жой йўқ.* (А.Қодирий. Меҳробдан чаён); 2) in the expression of the command: – ***Ҳой қўрғон устидаги азаматлар!** Тартибингни тузат, саломга тайёрлан!* – деб қичқириб юрар эди. (А.Қодирий. Ўткан кунлар); 3) in expressing anger: – *Ҳа, уқувим йўқ, **ойимча**!* (А.Қодирий. Ўткан кунлар); 4) in permitting: – *Ўтирингиз, **синглим**,* – деди. (А.Қодирий. Ўткан кунлар); 5) when requesting: – ***Жон холажон**, бугун онамдан хафа бўлманг,* – деди. (Н. Норматов. Кўзгудаги икковлон); 6) in expressing denial: – *Йўқ, **сўфи**! Ундай деманг!* (Чўлпон. Кеча ва кундуз); 7) in counseling: – ***Жиян**,* – деди Ҳомид Раҳматга қараб, – *бошлаб, уйланишинг албатта ота-онанг учун, улардан ранжиб юришингнинг ўрни йўқ. Хотининг кўнглингга мувофиқ келмас экан, мувофиқини олиб, хотинни икки қил!* (А.Қодирий.

Ўтган кунлар); 8) in order to obtain information:– *Ёшингиз нечада, **бек**?* (А.Қодирий. Ўткан кунлар); 9) in announcing the goal: – *Мен сизни олиб кетгали келдим, **айланай**! – деди.* (Чўлпон. Кеча ва кундуз); 10) in gratituding: –– *Ота қадрдонлари билан таништирганингиз учун раҳмат, **амаки**, – деди Отабек …* (А.Қодирий. Ўткан кунлар); 11) in expressing consent: – *Албатта бириси кун бизникига марҳамат қиласиз, тузукми? – Хўп, **амак**!* (А.Қодирий. Ўткан кунлар); 12) in greeting: – *Салом, **йигитлар**!* (Ў.Ҳайдар. Икки ўлим); 13) in congratulations: – *Энди куёвлик муборак бўлсин, **бегим**?* (А.Қодирий. Ўткан кунлар); 14) in invitation act: – *Отдан қўнингиз, **меҳмон**, – деди, отни Отабек қўлидан олгач, – сиз хуржинингизни олиб йўлакдан тўғрига қира берингиз, – деди* (А.Қодирий. Ўткан кунлар); 15) in reprimand: – *Уялмайсизми, **отахон**, – деди у қўлини пахса қилиб* (Ў.Ҳайдар. Икки ўлим); 16) in approval: – *Рост айтасан, **мирза**, – деди мингбоши* (Чўлпон. Кеча ва кундуз); 17) in act of consolation: – *Йиғлама, **бекачим**, – деди Тўйбека, …* (А.Қодирий. Ўткан кунлар); 18) wishing: – *Илоҳим, ёмон кўздан сақласин, **болам**!* (Чўлпон. Кеча ва кундуз); 19) apologizing: – *Бизни кечирасиз, **бек ака**! – деб Раҳмат узр айтди* (А.Қодирий. Ўткан кунлар); 20) in farewell: – *Яхши боринг, **опоқ ойи**!* (А.Қодирий. Ўткан кунлар); 21) in expressing joy: – *Севинчи беринг, **бек буви**, кеннойим келдила!* (А.Қодирий. Ўткан кунлар); 22) in complaining or grievance: – ***Тақсир**, сизга арз бор!* (А.Қодирий. Ўткан кунлар); 23) for the purpose of pampering: – ***Вой, айланай! Энахон! Жоним ўртоғим! Бормисиз?** – деб паранжисини қўлига олиб салти югурди* (Чўлпон. Кеча ва кундуз); 24) in attracting attention: – ***Ҳой, Шукур сўфининг ўғли!*** (А.Қодирий. Меҳробдан чаён); 25) in showing admiration: – ***Вой, ана у лолаларни қаранг! ….*** (Т. Ҳайит. Бойваччанинг қизи); 26) in insulting: – *Бўлди, дейман **итвачча**!* (Чўлпон. Кеча ва кундуз); 27) in act of inquiry: – ***Тақсир**, сизга арз бор!* (А.Қодирий. Ўткан кунлар); 28)

in showing respect or compliment: – *Таваллуд кунингиз муборак, **муҳтарам Президент!***(К. Аламжонов, https://xabar.uz/jamiyat/tavallud-kuningiz-muborak.)

CONCLUSION

Hence, there is a great opportunity to demonstrate it through *a speech act* on the communicative-pragmatic approach to the study of addressing units. At the same time, the fact that the structural structure of the speech act is represented by *illocution*, *locution*, *perlocution*, further increases the pragmatic value of the addressing.

Uzbek addressing units form complex systems of units that are formed under the influence of national and cultural features of speech behavior. Uzbek addressing units are units that perform important communicative functions in speech and demonstrate the properties of speech acts in terms of using the speaker as an independent sentence (interacting with other sentences) in accordance with a specific communicative purpose.

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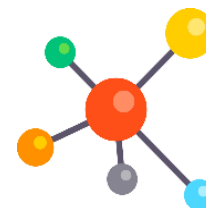
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