PRESUPPOSITION OF INDEPENDENT WORDS IN CHILDREN'S SPEECH

Kurbanova Munavvara Abdujabbarovna

Tashkent State named after Alisher Navoi

professor of the University of Uzbek language and literature,

doctor of philological Sciences

Тел.: (+99894) 5947125; E-mail: munavvara2013@yandex.ru

Annotation: The article is devoted to the morphopragmatic interpretation of speech units. The study analyzes presupposition features of independent words used in Uzbek children's speech.

<u>**Key words:**</u> Language, speech, morphology, pragmatics, presupposition.

Introduction.

An important place in the morphopragmatic interpretation of speech units is occupied by the phenomenon of presupposition. The term presupposition (lot. prae - 'ahead, front', suppositio – 'to put under, bet') was a German philosopher, mathematician and logician.It entered scientific circulation on the basis of Frege's views on philosophical logic [1, 185]. The concept of presupposition, which entered the science of linguistics through logicism, has been interpreted in different ways in this field of Science and includes Presumption, internal meaning, monema, pragmatic meaning, Sigmatic meaning, tagbilim [2, 91-124], [3, 368-377], [4, 28-31], [5, 42-45], [6, 30-34] it was also named with terms such as.

Today, in world linguistics, presupposition is classified and studied in different ways. However, it should be noted that linguists are not unanimous in the presuppositional classification either. N.D.Arutyunova distinguished pragmatic and communicative presupposition. He believes that pragmatic presupposition responds to the effectiveness of colloquial communication, while communicative presupposition is characterized by giving the addressee information about the situation being described [7, 85].

N.Feirclau classified presupposition into types such as existential, propositional, presupposition representing value/Grade [8, 55].

F.Kiefer distinguished lexical, non-lexical, existential, non-existential, singular, general, and universal presuppositions [9, 368].

Sh.Safarov pragmalingvist provides information about the separation of existential, factual, inactive, lexical, structural, counterfactual types of presupposition by G.Yul. Sh.Safarov notes that structural presupposition (structural presupposition) is manifested in the following interrogative sentences: (g) "when did it go?"="He's gone"; (D) "where did you buy the bike?"="You bought a bicycle"[10, 125]. The scientist attributed the expression of presupposition in such statements to the use of an interrogative pronoun structure in a sentence.

It seems that there are different approaches to the classification of presupposition. No matter how presupposition is classified by scientists, in our eyes, the main attention should be paid to the analysis of the language units (presupposition signals) that cause it. While presupposition is a universal phenomenon observed in all languages, presupposition signals in different languages differ from each other. The specific presuppositional cues of each language can provide information about the pragmatic possibilities of that language. Children's speech, which is the object of our study, also uses different units that refer to presupposition. Presuppositional signals specific to children's speech can be studied by dividing them into the following types:

1.   Lexical units referring to presupposition.

2.   Morphological units referring to presupposition.

3.   Syntactic units referring to presupposition.

The scope of morphological units referring to presupposition in Uzbek is extremely wide, each of which can be a separate object of study. Today, the fact that the problem of presupposition of loadings in Uzbek linguistics, as well as an assistant and their assigned agreements, is a special object of study also proves our opinion[11, 23], [12, 28]. However, the study of presuppositional features of other morphological units is also considered an urgent task of Uzbek morphopragmatics. Below we will highlight the general presuppozision characteristics of units related to certain independent word categories used in children's speech.

Main body.

It is known that within independent words, the verb is more inclined to express presupposition in relation to other words. Some verbs related to the Universal lexicon used in children's speech form presupposition by referring to the natural basis of action. In order for such verbs to form, some other action must be followed in nature: this is how the mother told her son on the phone:
– I told you that you should look at the overflow of milk.
– I was looking at the clock, after all, - the son who spoke so upset.
- The milk overflowed at 15 to 13 minutes after the hour (from the magazine"in one line".)
In the dialogic discourse above, milk should boil for the act of coughing, expressed through the verb cough. This aspect inherent in the verb to stumble is understood through its semantics. Therefore, the verb overflow also refers to reality, which at the same time is considered a condition for the action of the same action.

The presupposition "milk boils", which is understood from this context, is brought to the surface by the fact that the verb to spit refers to the natural basis of action.

Reflecting on case verbs, Professor R.Rasulov considers such verbs to be case verbs that signify the result of an action. He notes that in case verbs that are the result of an action, the transition of a case from a case-study action or from a case is important in that, when moving to a case, the action sometimes has a clear "appearance", sometimes the opposite, in which the action is hidden according to its external influence, but actually exists[13, 13]. It distinguishes the following types of case verbs like this, which mean the result of an action: (a) verbs that represent the transition from action to one full state; B) verbs that express the transition from one state to another as a result of action [8, 12-15].

Verbs denoting the result of the action noted by the scientist also refer to the natural basis of the action at the same time in speech. Therefore, in sentences made with the participation of such verbs, propositions are understood that reflect action-state and the reality that caused it. Of course, the next proposition is implicitly expressed through presupposition.

The characteristic of expressing presupposition is also observed in some morphological units of the noun, adjective, number, consonant category, which are used in children's speech. They make relatively extensive use of morphological units that represent characters in speech. This can be attributed to the leadership of the perception of the sign (such as color, volume, taste) in children. Morphological units denoting the sign used in children's speech when applied in the function of a presupposition signal, presupposition of a non-propositional nature is expressed, which is directly reflected in the sentence. For example, older sister Oyshakhon is in 4th grade (X.Thoktaboev,

"Riding a yellow giant") is expressed by the presupposition" I have a little sister too" based on the relationship of the great quality applied to my sister's horse. Of course, the fact that its great quality in this application represents presupposition is paved by the grammatical task of referring to the presence of other signs as well, by distinguishing from the characters that it belongs to from within the characters that arise in its speech application. Through this function of great quality, additional information comes to the surface in the sentence.

In the following example used in the speech of a child, presupposition arose on the basis of the speech grammatical function of the unit in the adjectival category: brother Uthman took out the habit of riding Wood in recent days (X.Thoktaboev. "A boy with five children").

It seems that the last adjective also served as a distinction of a certain character from the previous one in relation to the time. Through this grammatical function of quality, a presupposition was formed in the sentence "brother Uthman did not ride wood before".

In the following example from children's speech, however, presupposition is expressed through the morphological unit in the number category: after opening the door, this was the first question of the oyijonim (X.Thoktaboev. "Riding a yellow giant").

Through the number of the First Order used in this sentence, the presupposition "My Mind has asked other questions" is understood. There is one nobility among us (X.Thoktaboev. "Boy with five children"), and through a single issue, the presupposition" there is no other noble among us" is expressed. In addition to its lexical-semantic function, independent words in the number category in both sentences also had a colloquial grammatical function. The order used in the first sentence number thing-it served as a grammatical function to distinguish the original from the objects. Through this function of the son, the road to presupposition in the gap was opened. The single number used in the next sentence also served as the task of distinguishing only one from the object-objects. In this case, a single number can be applied freely alternating with a single number applied with a load. On the basis of this grammatical task inherent in the number, the path to presupposition in the sentence is opened.

Conclusion

Thus, some independent words used in children's speech represent presupposition and semantically complicate speech. This feature of the realizer in the colloquial use of morphological units does not make verbal communication difficult due to such factors as the general knowledge of the language owners about the object of speech, speech skills, language skills.

References:

1. Frege G. Meaning and denotation // Semiotics and informatics. - M., 1977. Vol. 8.
2. Paducheva E.V. The concept of presumption in linguistic semantics / Semiotics and computer science. - M., 1977.
3. Demyankov V. Pragmatic foundations of the interpretation of statements // Journal of the USSR. Series lit. and spring., 1981. Vol. 40. – #4.
4. Mahmudov N. Presupposition and speech // Uzbek language and literature. - Tashkent, 1986. - No. 6.
5. Nurmonov A. Presupposition of auxiliary constructions // Uzbek language and literature. - Tashkent, 1986. - No. 6.
6. Hakimov M. Some considerations about meaning and education // Uzbek language and literature. 2001. – No. 1.

7.   Arutyunova N. D. The concept of presupposition in linguistics // Journal of the USSR. Series lit. write 1973. Vol. 32.

8.   Fairclough N. Textual analysis for social research / N. Fairclough. – New York: Routledge, 2003.

9.   Kiefer F. About presuppositions // New in foreign linguistics. - M.: Progress, 1978. Vyp. 8.

10. Safarov Sh. Pragmalinguistics. - Tashkent: National Encyclopedia of Uzbekistan, 2008.

11. Rahimov U. Presupposition of prepositions in Uzbek language: Philol. science name ... dec. autoref. - Samarkand, 1994.

12. Burhanov Z. Pragmatics of auxiliaries and their obligatory agreements in Uzbek language (presuppositional aspect): Philol. science name ... dec. autoref. - Tashkent, 2008.

13. Rasulov R. Structure of Uzbek language verbs. - Tashkent, 2005.