

The Issue of Addressee and Addressee in Children's Quasidialogical Speech

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Abstract

This article discusses the relationship between addresser and addressee in speech communication, the issue of addressee in quasi-dialogical speech, types of quasi-addressee and its manifestations in various speech situations.

Keywords: Quasi-dialogue, Addresser, Addressee, Speech, Communication, Interlocutor.

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INTRODUCTION

Speech communication is considered as the most important need in the communicative world for a person. Its place in the universal environment is determined by the fact that it has the role of addresser and addressee in speech communication. When the addresser performs the task of sending generalized information, the addressee is in the role of perceiving this information. Language owners carry the outlines of their people, nation and culture, as well as personal knowledge, thoughts, virtues, values and attitudes. As in any interaction, one party seeks a permanent advantage, an impression, an agreement, or simply to maintain a friendly relationship. This task is primarily the responsibility of the addresser. The addresser is the input subject of any communication. He initiates a conversation, and the extent to which he can engage the addresser in communication depends on the quality of the information transfer. The quality of information transfer is determined by the language tools used by the addresser in his speech. This includes linguistic and extralinguistic tools such as his speech literacy, choice of language units, intonation, gestures, facial expressions, and behavior. I.P. Susov describes the addresser as follows:

- Singles out a certain part of reality as a reason to speak in a certain situation.
- Makes someone the addressee of the sentence.
- Develops a text appropriate to the situation.
- Provides information about his attitude to the situation, his participation in this situation, his desire.
- Determines the place and time of occurrence of the situation in relation to itself.
- Conveys information about himself and his social level through his attitude towards the listener.

- Assesses the situation by expressing his attitude to the text.
- Adapts the text to the described situation.
- Considers the text as a means of influencing the listener.
- Informs about the listener's participation in this situation, or requires or encourages his participation in changing the situation. [11].

In a word, the addresser appears as the main manager of communication, but the addressee also performs the important task of ensuring the continuity of communication as a receiver and perceiver of information. Therefore, focusing attention on the addressee plays an important role in the organization of the speech act. Because man is a social being by nature, he always needs someone to talk to. The presence of the interlocutor allows the speaker to observe himself from the outside.

The equality between the addresser and the addressee in speech communication is explained by the fact that it depends on the right of the addresser to choose, that is, whether to continue the communication or not. Therefore, it is important how the addresser organizes the act of communication. During the development of communication, the parties exchange their places: the addresser takes the role of the addressee, and the addressee takes the role of the opposite. A person's age, gender, education, level of language proficiency, culture, social status, and psychological characteristics are revealed in communication. The closer these signs of communication participants are to each other, the easier it is for them to communicate. [1]

As mentioned above, speech communication organized by the addresser is directed to a specific "addressee". Unlike the term addresser, the term "addressee" requires specific

clarification and explanation. Although the addressee is shown as a "listener" in many cases, it is interpreted as a secondary, passive participant of communication, "speech receiver, perceiver", "receptor", "interpreter", "decoder", "interlocutor". In modern linguistics, the addressee is not a passive listener of the dialogue, but rather an active participant of the dialogue, a co-author of the text or dialogical speech. In fact, the addressee is not only an active participant of communication, but also an activator. He is responsible for the development of the dialogue plot. Because it depends on the addressee how to continue the topic chosen by the addresser. There is no doubt that the communication will be successful if the addressee has more knowledge than the addresser about the topic of the conversation.

So, if the speaker does not take into account the addresser's age, social level, and knowledge of the subject during the communication process, the communication will end unsuccessfully. When conveying information to the addressee, the addresser has a specific pragmatic goal: to influence him, to expand the scope of awareness, to change his emotional state, evaluation and attitude. N.D. Arutyunova also emphasizes that the addressee is a factor that indicates the conscious orientation of the speech to the individual. [4]

Therefore, we believe that it is necessary to distinguish between the terms "addressee" and "listener", because they are distinguished by signs of generality and specificity. The addressee not only listens to the information, but also consciously perceives it, analyzes it and reacts to it.

The single typology of the receiver-addresser of information has not been defined yet. In colloquial speech, the following addressee types are distinguished: individual, collective, public; personal, impersonal; directly, indirectly.[6]

Also, E.A. Zemskaya shows that there is a type of addressee that is "rare, but plays an important role in everyday casual communication": with them (nursing children, animals, animate and inanimate objects, the addressee himself) a specific genre of communication is carried out and they can be called "quasi-addressee" or "auto-addressee".[6]

So, not only the subject-subject relationship, but also the subject-object relationship occurs in speech communication, where the speaker's attention is focused on an inanimate object. In such a relationship, communication is one-sided. Of course, the applicant does not expect a response from the receiver, but believes that he will sympathize, understand, and support.

M.V. Kitaygorodskaya classifies such addressees as follows: 1) self-addressee - the speaker himself; 2) fictitious addressee (hypothetical addressee) - a "third person" who did not participate in the communicative act; 3) quasi-addressee - any living entity "capable of feedback through sound or gestures"; 4) pseudo-addressee - a natural being incapable of feedback through inanimate objects, sound or gestures.[7]

S.V. Avakumova said such addressees 1) animal; 2) an inanimate object; 3) imaginary (hypothetical); 4) theology; 5) baby; 6) secondary indirect addressee; 7) the speaker himself groups in the - style.[3]

N.D. Arutyunova shows that the type called "autoaddressee" occupies a special place among these addressee types. The speech that occurs with such an addressee is considered internal speech, and it is intended for internal psychological feedback rather than a verbal response. According to the scientist, such situations are the result of "transference of pragmatic situations to the psychological world of a person" and cause the appearance of internal dialogical speech. In many cases, such internal-dialogical speeches contain *complaints, confessions, promises, oaths, "what should I do?"* It is manifested when exposed to such questions. Also, the scientist distinguishes the appeal to God as a special type and emphasizes that such appeals are in the form of a specific prayer. [2]

The Spanish scientist García de Diego points out that the appeal to animals is fundamentally different from other appeals: "Unlike ordinary communication, the speech addressed to animals has a primitive structure, which consists of quantitatively limited elements: the name of the animal, command verbs and adverbs. If the harmony of reason and emotion is observed in communication between humans, the speech directed at animals is aimed at subduing their will, bringing them closer to themselves or distancing them".[2]

Therefore, the recipient of the speech - the addressee can have different appearances. It can be a "synchronous addressee" (E.V. Paducheva) [8] or an imaginary (quasi-, pseudo-, auto-, hypothetical addressee) correspondence with a real listener. In short, "listener" is a form of "addressee". The addressee is a unique communication participant who perceives, analyzes and interprets the speech of the addressee. After all, the real communicative role of the addressee is manifested in his perception, understanding and response.

It seems that, depending on the speech situation, the relationship between the addresser and the addressee is manifested in different ways. The relationship between the addresser and the addressee has a unique appearance in quasi-dialogical speech, which is the object of our research. Quasi-dialogical speech does not require a real addressee, both tasks are performed by the addressee himself, but addresses are a form of speech directed to a certain imaginary addressee. Taking into account that the addressee does not correspond to the real listener in such a speech situation, the presence of an imaginary addressee [10] is assumed in the quasi-dialogical speech. T.I.Petrova suggests calling such an addressee by the term "quasi-addressee".[9]

G.G. Pochepsov describes that "a quasi-addressee is an inanimate object, whose presence breaks the logic of communication and forces you to look for a real addressee".[10]

In fact, while observing various quasi-dialogical speech situations during the research, we were interested to know who is behind the imaginary addressee to whom the addressee's speech is directed in real life. It is interesting that in the speech of adults, such quasi-addressees are often present in the space where the dialogue occurs, but they are not addressed directly, they are treated like *"qizim senga aytaman, kelinim sen eshit"* // *"my daughter I'll tell you, my daughter-in-law you'll hear"*.

So, a quasi-addressee is an addressee created in the conditions of quasi-dialogical speech, which does not correspond to a real listener. Children's quasi-dialogic speech, which is the object of our research, often occurs in children's staged games. This form of speech often appears in the process of children playing alone with themselves. The child alone plays by acting out a situation. His speech is directed to a specific addressee, at the same time this addressee and the person who is communicating back is the child himself, that is, the addressee. According to V.V. Bogdanov, "if there is no interlocutor, a person is capable of inventing it. He notes that he can create two communicants in himself: the addresser and the receiver, and address himself as the addressee". [7]

The imaginary communication participant, whom we call the quasi-addressee, has a "mask", because, following the rules of the game, the child creates his character, perceives him as a real listener, directs his speech to the image of the role he is playing. So, in a staged quasi-dialogic speech, the quasi-addressee is the child's imaginary interlocutor. He comes to life in dolls, animals and inanimate objects.

We observe the relationship between the addresser and the addressee in the quasi-dialogical speech in the example of the following dramatized game.

Saliha is 5 and a half years old (creates 3 characters alone in the staging of the scene "Educator and children" with her dolls).

- Children, how do we sit while eating? Feruza, where should the hands be? Ali, how many times have I told you to eat without slapping! (speaks by waving his hands in imitation of his kindergarten sister)
- Sister, Ali is slapping again.
- Ali, do you want to stand in the corner again? Come on, be a good boy!
- I didn't slap. My spoon is clattering.

In this microtext, the speech of the dialogue participants: teacher, Ali, Feruza is performed by 5-and-a-half-year-old Saliha herself. Dialogue participants in this dramatized play: addressee-educator Saliha herself. His voice is loud and firm, like a teacher's. Dolls in the form of Feruza and Ali are quasi-addressees. These roles alternate during the game. In such a quasi-dialogic speech, the child is familiar with the process that the child is acting out, because he was a natural observer and participant of such daily communication.

According to the nature of staged quasi-dialogues, Zenskaya distinguishes 3 different views of the quasi-

addressee: 1) solitary; 2) collective; 3) public quasi-addressees. [8]

Below we will analyze these quasi-address views through examples.

Akram is 6 years old. He acts out a quasi-dialogue scene "Driver and Passenger". He drives his toy car in his hand with a screeching sound and stops.

- Keling uka, qayerga borasiz?
- Aka, "Yangi hayot"ga tashlab qo'ying.
- Qancha berasiz?
- 5ming. Bo'ladimi?
- Keling. Vaaaam... // Come Brother, Where Are you going?
- Brother, ride to the "new life".
- How much do you give?
- 5 thousand soums. Will it be?
- Come on. Vaaam...

In this microtext, Akram is the driver-addressee. He is communicating with a single quasi-addressee-passenger.

Children who stage collective quasi-addressee games are familiar with collective conditions and participate in collective communication processes a lot.

Vazira is 6 years old. The queue at the hospital dramatizes the situation of waiting.

- Let everyone stand in their turn. Hey kid, why are you jumping in and out of line. Keep quiet! You enter one at a time. I will not let in anyone who breaks the queue. Is it clear?
- Understandable.

In this microtext, Vazira is addressing a collective quasi-addressee as a medical worker-addressee. And in turn returns a response on behalf of this collective quasi-addressee.

A public addressee is an addressee who is deprived of the opportunity to directly participate in speech communication, and is usually imagined in the form of a mass media listener. Based on our observations, we can say that children often invent advertising text and direct it to a public addressee.

Muhsinbek is 7 years old. Stages "Pen advertisement".

- Pay attention, pay attention, pay attention. A magical, antique pen is ready to help you. You only get five in this one, five. If you write with this pen, you will be excellent!

There are also other types of addressee in the staged quasi-dialogue, which shows that the child has an idea about different areas. Also, the peculiarity of the staged quasi-dialogue is that there may not be a quasi-addressee. For example, Shirinabonu, 9 years old, is preparing for the game "Waiting for the Guest".

- Oh, oh, the guests are coming today (excitedly in a low voice), I need to cook, where are onions, meat. Really, we are short of meat. I have to call my husband.

There is no quasi-addressee in this microtext. During the scene, the little girl playing the role of the mother indirectly communicates with the quasi-addressee by calling "husband".

- Hello, darling. are you coming? //..... // Are you out, yes. Bring meat with you. There is a little left. //.....// Yes, 1 kilo is enough. //.... // No, no, there's everything else.

The answers given by the quasi-addressee over the phone can be easily understood from the subsequent reply replicas of the "mother".

So, the peculiarity of quasi-dialogical speech from dialogic speech is that this type of speech does not have a synchronous addressee, that is, a real addressee. The speech activity of the addressee is controlled by the addresser. That is, he is the sole author of the conversation. The addresser determines how to receive information and how to respond for addressee.

Based on this, it can be said that in dialogic speech the success of communication depends on both participants, while in quasi-dialogic speech the responsibility of both subjects is assigned to one person. In quasi-dialogical speech, the relationship between addresser and addressee is fundamentally different from that in dialogic speech.

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