Expressing the category of value relationship at the phonetic level

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ABSTRACT: In the structure of speech, the value relationship is mainly revealed through units of phonetic, lexical and grammatical level and paralinguistic means. In speech segment and suprasegment phonetic units are used together and show the value feature, in grammar the value relationship is expressed through morpheme, word, phrase, sentence, and at the lexical level value is stated through the word and its meanings. In real speech the most part of value relation usually occurs by units of phonetic level.

Key words: Phonetic level, segment and suprasegment phonetic units, stress, intonation, tone, pause, value relation, positive value, negative value.

INTRODUCTION

Value relation is used differently within language levels. There is a wide possibility of expressing both negative and positive value at the phonetic level. For example: *Мен кимман-у, у ким? Филга аккиллаган лайчадек гап!* (Ў.Ҳошимов. Икки эшик ораси) In the passage, in the first sentence, a person expresses a positive value of himself, and in the second, a negative value of another person. With the help of the lexical level, a positive and negative value relationship occurs: *юз, чеҳра, ораз, афт, башара.* If the morphological method is mainly used to express a positive value: *келинчак, дўстона*, usually a negative value occurs through the context: the word ***old gentleman*** means *қари шайтон* in Uzbek. The old gentleman continued to dwell upon her with the same expression. (A. Dumas. The Count of Monte Cristo) But when this word is used in the context, it is used in the sense of devil, azrail – a negative attitude emerges the devil – Old Nick, the Old Gentleman Mr. Pneumonia was not what you would call a chivalric old gentleman. (O.Henry. The Last Leaf) But it is not entirely correct to take these observations as absolute conclusion. Because the possibilities of language levels in the application of the value relationship are extremely wide and do not depend on the laws of linguistics, on the contrary, any linguistic rules are determined according to the actual language and its capabilities (morphological level: *хушфеъл, бадфеъл; одобли, одобсиз*).

METHODS AND DISCUSSION

In the context, different levels of units are mixed, and a high level of emotionality is achieved. At this point, the characteristics of the use of value in different ways are worthy of attention. Because the methods, based on their scope of application, show different subjective value based on connotative meaning. Subjective value forms which are based on the characteristics of subjective value, are widely used mainly in oral speech and artistic speech [1, 2].

It is known that phrases, stress, syllables and speech sounds are phonetic units. We can see the importance of subjective value when we observe the value of phrases and clauses in speech by means of supersegmental devices. Because a grammatically expressed value relationship, one sentence manifests two different phrases in speech according to the articulatory subjective characteristics of the two speakers (fluent, fast, slow), the conditions in which the speech occurs (time), and the difference in the amount of value (the personal attitude of the subject to the object):

*1)	Малика узун сочлари, чиройли кулгичлари ва ёниб турган чарос кўзлари билан // бошқа қизлардан ажралиб туради.*

*2)	Малика узун сочлари, // чиройли кулгичлари // ва ёниб турган чарос кўзлари билан // бошқа қизлардан ажралиб туради.*

Although we understand the positive value expressed by the mixture of lexical and grammatical units from the content of both sentences, some differences are noticeable in them. If we consider that the first sentence is spoken by a classmate of a girl named Malika, whose speech is fast, the time is better, then the second sentence is spoken by a person who loves Malika, and in this, pause, tone, and paralinguistic units acquire a more special meaning in the emergence of value and leveling in it.

1) Her colourless hair was untidy, wisps floating down on to her sac coat of dark blue silk, // from under her blue silk hat.

2) Her colourless hair was untidy, // wisps floating down on to her sac coat of dark blue silk, // from under her blue silk hat.

Although in this example, lexical and phonetic level units are mixed and a negative value is created in speech, in the second example, we observe that the level of negative value expressed through phonetic, paralinguistic means is higher. In this, of course, it is necessary to approach based on the individual physical and articulatory characteristics of the speaker. Because each speaker uses communicative factors that are partially different from other people, individual, realized in the speech process.

As you know, the component of phrases is tact. The sum of one or more syllables, located between two small pauses of a phrase and pronounced with a single stress, is called a tact. A phrase has the more stresss, it has the more tacts [1]. For example, the phrase «*Олим ақлли йигит экан*» has 3 stresss and 3 tacts: Олим, ақлли, йигит. The word ekan is not stressed, so it is not considered a tact. Or: The phrase «Olim is a clever boy» also has 3 stresses and 3 tacts. Because **to be, the article a** is not stressed and considered as a tact. The composition of the tact reflects the value relationship. After all, a sentence can have its charm, impact, full meaning and content only if supersegmental units are attached to the construction of the sentence as a superstructure. A sentence without prosodic means is dry, bare, unattractive. Although in the above example, the objective positive value of the phrase is realized through the words smart and clever, we can say that the meaning of positivity or negativity is equal to 0 without the stress of the sentence, tone. If the tone is changed and the vowels are stretched in order to express the meaning of cut in both languages, a subjective negative score is obtained: *Олим жудааа ақлли йигит экан! Olim is such a cleeever boy!*

The separation of syllables in the phonetic system is the basis for solving problems related to the formation and understanding of speech. «The word is divided into parts from the point of view of material composition (lexical-grammatical) and articulatory-acoustic (phonetic). The speaker pronounces the word not by sounds, but by dividing it into syllables. Therefore, a syllable is the smallest articulatory-acoustic unit of speech. Whether a syllable means or not is irrelevant for phonetics.» [1] It can be seen from this sentence that the relation of value is revealed not through the syllable, but through the supersegment used in its structure, i.e. prosodic elements.

«Well,» said the undertaker, *«I **ne–ver–did–n**» «Never did, sir!»* ejaculated the beadle. *'No, nor nobody never did.* (Ch.Dickens. Oliver Twist) In the above passage, the words I, never and didn't express a negative value by dividing the words into high tones and syllables and lengthening the sounds. In the following examples, we can see that the words today and tomorrow are combined with other words in the context by dividing the words into syllables and lengthening the sounds to create both a negative and a positive value relationship. can: *«**To-day to-to-stop** there, sir»* asked Oliver, in bad mood. (Ch.Dickens. Oliver Twist) ***To-day*** we love what ***to-morrow*** we hate; ***to-day*** we seek what ***to-morrow*** we shun; ***to-day*** we desire what ***to-morrow*** we fear, nay, even tremble at the apprehensions of. (D.Defoe. Robinson Crusoe) *Gee, I wish now we hadn't come **to-day**.* (Th.Dreiser. An American tragedy) So, a positive or negative value is formed by stretching the vowel sounds in the logically stressed syllables in the sentence, and the lexical and phonetic units are used together to further determine the value content.

The smallest non-meaningful unit of phonetic units in speech is speech sounds. Although they do not make sense independently, we can not imagine our speech without speech sounds. Because if we imagine our language as a building, we can call speech sounds the bricks that make up the building. M.M. Mirtojiev in his monograph «Phonetics of the Uzbek language» divides the aspect of speech sounds into acoustic and biological aspects. Also, in the textbook «Introduction to Linguistics» by M.T. Iriskulov, this information is given as follows: Phones are studied mainly from three points of view: acoustic, physiological and social. Acoustic and physiological aspects of speech sounds are studied by phonetics, social or social conditions are studied by phonology [1]. M.I. Matusevich in his "Modern Russian language" book's "Phonetic" part the anatomical-physiological (biological), acoustic (physical) and linguistic (as Shcherba said, social) aspects are considered as 3 different aspects of speech sounds [3]. In our opinion, speech sounds are not only a physical, biological phenomenon, but also a linguistic phenomenon from the point of view of function. Although speech sounds alone do not mean semantic meaning, based on their syntagmatic relations, they have the ability to form larger, meaningful units, as well as to influence their content. Scientists say that in linguistics, speech sounds are studied as segmental means, and syllables, stress and tone are supersegmental means, or as defined by N.S. Trubetskoi, «prosodic» (pronunciation of stressed and unstressed, long or short syllables in speech) [1, 4]. "In the speech process, excitement is realized based on pronunciation, pause, tone, tone of voice, and these situations serve as a means of expressing value. Lowering or increasing the voice than the norm, discontinuous or continuous, thick or thin speaking, tone, timbre characteristics, inability to pronounce sounds correctly are among the means of value in the communication-intervention process. In this regard, we will consider the analysis of the word Karim: in the Uzbek language, Karim as a speech unit (according to traditional linguistic analysis) consists of five phonemes, two syllables, one morpheme and one word. However, as A.Nurmonov noted, «this language unit is used in live speech together with various supersegmental units and conveys several additional meanings. In particular, using different intonations: 1) answer; 2) question; 3) urge; 4) call; 5) the second option of the call; 6) cheerful surprise; 7) to wonder in a disapproving tone; 8) warning; 9) anger; 10) scolding; 11) disgust; 12) soft asking; 13) prayer; 14) pride; 15) scary and others. When kinemas are added, in particular, with the help of a movement of the head or lips to the right, 16) meanings such as «let's go» are expressed [5]. Almost all of the above-mentioned intonations form an evaluative relationship. In this, of course, phonetic level units are used together with paralinguistic units and acquire high emotionality. For example:

1. Teacher: – *Бугун ким навбатчилик қилмади?*

The students answered *«Карим»* in a disapproving tone (using tone and facial expressions to form a negative value).

2. Teacher: – *Карим? Яна сенми, Карим? Қачон ақлинг киради!* (a negative value is created using tone and paralinguistic units)

3. Student: – *Эшитдингизми, болалар, Карим шахмат бўйича шаҳар чемпиони бўлибди!*

Teacher: – *Карим? Ўзимизни Каримжонми?* (a positive value is being created with the help of tone) Of course, the addition of the morpheme -jon is also important here.

In the manual «Reconceiving language teaching: an in-service teacher education course in Uzbekistan» written by L. Ch. David, U. Azizov and others, it is recognized that the word «hello» expresses various meanings through supersegment and paralinguistic means, and this based on the scientific conclusion, we have determined 14 different grades of the word «hello» and we will analyze them through the following examples [6].

1) A woman entered the room where another woman was reading a book, interrupting her by talking on the phone:

– Hello! (Negative meaning is expressed through hand movements and tone with meaning not to disturb);

2) A beautiful woman looks at her reflection in the mirror and waves her hands with satisfaction:

– Helloooo! In this case, a person gives a positive value to himself through the vowel sound [e], diphthong [əʊ], tone and gesture. We see that the unstressed syllable in the word is pronounced with the same stress as the stressed syllable: [hʻelʻəʊ];

3) When the roommate misplaced something:

– Hello! (The speaker expresses a negative value in the sense of criticism by stretching the diphthong [əʊ], tone and hand movements);

4) Being dissatisfied with the interlocutor's inattention:

– This is fun! Hello! (The speaker conveys the meaning of criticism through the diphthong [əʊ], tone and body movements);

5) Responding to a mobile communication device;

– Hello! (Equivalent to the word allo! in Uzbek, a neutral meaning is emerging);

6) Do not joke when the interlocutor jokes:

– Oh my God! Hellooo! (By body movements and elongating the diphthong [əʊ]);

7) When a girl is standing on the side of the road and a guy she knows passes by without seeing:

– Hello! (Expressing the meaning «You haven't recognized me» by facial movements and consonant layering);

8) When a guy with glasses on his head looks for his glasses without looking at the phone, the girl comes to him and shows a critical attitude:

– Oh, hello! (Mana-ku is expressed through hand movements and sounds);

9) A girl sneaks up behind her friend and slaps him. The frightened friend said in a disapproving tone:

– Uhhh, hellooo! (By body movements and lengthening the diphthong [əʊ]);

10) Two friends are in front of the TV, one of them goes out. At that moment, their friend comes and takes his place. The girl came back and said «Hello!» equivalent to the sentence:

– Hello! (Hand movements by elongating the diphthong [əʊ]);

11) A girl entered the room and said in the sense of who is there:

– Hello! (by lengthening the diphthong [əʊ]);

12) Two friends are greeting each other on the street;

– Hello!

– Hello! (Through hand movements);

13) Girl looking at food with appetite:

– Helloooo! (Facial expression and diphthong [əʊ] giving a positive value by elongating pronunciation);

14) The girl ran into someone she didn't like:

– Hello, it's you again! (A negative meaning is expressed through the tone of speech and the participation of the word again).

As can be seen from the examples, phonetic units are effectively used by the representatives of both languages during the value process.

RESULTS

Based on the language capabilities of English and Uzbek languages, the subjective value in the speech is expressed through means of phonetic level and this is reflected in the translation. Phonetic phenomena such as folding of consonants or lengthening of vowels are carried out based on the expressive and stylistic features of the phonetic means of the language being translated. Let's consider the phonetic expression of the subjective value in the speech and its reflection in the translation with the help of some examples.

«Shhh!» hissed Professor McGonagall, «you'll wake the Muggles!»

«S-s-sorry», sobbed Hagrid, taking out a large, spotted handkerchief and burying his face in it. «But I c-c-can't stand it – Lily an' James dead – an' poor little Harry off ter live with Muggles.»

«Yeees, yes, it's all very sad, but get a grip on yourself, Hagrid, or we'll be found», Professor McGonagall whispered, patting Hagrid gingerly on the arm as Dumbledore stepped over the low garden wall and walked to the front door. (JK Rowling. Harry Potter and the Sorcerer's Stone)

In the passage above, «Shhh!» If the exclamation word hiss is used together with a word that has a negative meaning, the tone of command in the command sentence is strengthened, while in the words «S-s-sorry», c-c-can't, the negative meaning is revealed by repeating the consonants. It is important not to forget the meaning that the word (grunted) adds to the meaning of the sentence. «Yes, yes, it's all very...» - the meaning of sympathy in the sentence is further strengthened with the help of word repetition.

When we compare the Uzbek translation of the quoted passage, we see that transformation and transliteration methods are widely used in the translation:

– Quiet! – growled Professor McGonagall, – You're going to wake up the Muggles!

«I-I'm sorry,» Hagrid grunted, pulling a large, heavily soiled napkin out of his pocket and hiding his head, «I can't stand it!» Lily and James are dead… and we're leaving baby Harry to the Muggles…

– This is a very sad situation, of course. But get a hold of yourself or they'll notice us," whispered Professor McGonagall, patting Hargrid on the arm comfortingly. At this point, Dumbledore stepped over the low stone fence of the garden and made his way to the front door of the house. (Rowling J. K. (Translator Dolimov Sh. Z.) Harry Potter and the Philosopher's Stone)

From the above excerpts, it can be concluded that in artistic speech, when explaining the subjective value, it is not limited to one level, but different level units are mixed. Because based on the possibilities of the phonetic level, the subjective value given in oral speech using non-verbal means such as tone, stress, in written speech, as given in the passage above, hissed, sobbed, whispered, patting gingerly on the arm) requires an explanation with words like The reason for this can be explained by the fact that the phonetic level of the possibilities of written speech is not as wide as the lexical level, and therefore there is a need to use the lexical level.

– Lily an' James dead – an' poor little Harry off ter live with Muggles, «I... don't... want... him... t-t-to come!» Dudley yelled between huge, pretended sobs. «He always sp-spoils everything!» He shot Harry a nasty grin through the gap in his mother's arms. (J.K.Rowling. Harry Potter and the Sorcerer Stone) In this passage, we see that pause and word repetition are used to express subjective value. In this, the writer effectively used a mixture of different level units to convey a negative meaning to the reader.

«Lily and James are dead... and we're leaving baby Harry to the Muggles...» – I don't want him... we... we... to walk with us! Dudley yelled between spurts of mock-crying. «He's always... always busy!» Dudley looked up at Harry from between his mother's arms and beamed inwardly. At that moment, the doorbell rang. (J.K.Rowling. (Translator Sh.Z.Dolimov) Harry Potter and the Philosopher's Stone) In the translation version of this passage, the translator tried to preserve the expression of phonetic level units in the structure of written speech and used creative translation method. So, in English and Uzbek languages, there are many opportunities to express value in speech by lengthening, folding and prosodic units, vowels and consonants. This is based on the usage of segment, supersegment elements of the emotional speech. In the translation the characteristic of expressing value in English or Uzbek languages is shown.

Speech sounds and prosodic elements: meaning expressed in oral speech through stress, tone, tone, sound timbre, expressed in written speech through graphic means – letters, punctuation marks, their colorful writing. For example:

– Йиғла, тўйиб-тўйиб йиғла, жуда ярашар экан, – деди Анвар кесатиб.

– Анвар, сен индамай ўтириб қулоқ сол. Мени аҳмоқ қилишмоқчи. Жамшиднинг ўлимини менинг бўйнимга илишмоқчига ўхшайди.

– Жамшидинг ким?

– Асадбекнинг содиқ қулларидан эди. Мен уни ўлдиришим керак эди.

– Сен? Нима учун?

– Шунинг учунки... у... у... ҳароми...

– Бўлди, тушундим.

– Ҳа... тушундинг... Уни ўлдиришибди. Худди Шилимшиққа ўхшатиб...

(T.Malik. Shaytanat, book 2) In this passage, the value relationship is brought to the reader through the mixed use of language level units in oral speech, in particular, segment, supersegment, and effective use of punctuation marks in written speech. In the sentence *«– Йиғла, тўйиб-тўйиб йиғла, жуда ярашар экан, – деди Анвар кесатиб»* the repetition of words, as it is very appropriate, with the use of cutting words, meaning enhancement, intensity and negative value scheme was created, and this was expressed in written form using a comma, *«Асадбекнинг содиқ қулларидан эди. Мен уни ўлдиришим керак эди.»* In the passage, the negative value was carried out through the lexeme *қул*. In the sentence *«Шунинг учунки... у... у... ҳароми...»*, pause, word repetition, and haromi words representing the content of negative value are used together, creating a relationship of value, and the opportunities of written speech and oral speech are perfected through punctuation marks.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

CONCLUSION

Therefore, the most important features of the language of an artistic work are value and emotionality, which are expressed through the means of oral and written speech.

In conclusion, the use of the phonetic level value category in oral and written speech is a very interesting and controversial issue. In this case, the objective meaning, which is understood based on the dictionary meaning of the word in the structure of the language, acquires a broader meaning through paralinguistic and other means in the speech process, as well as positivity or negativity is clearly manifested as a subjective value.

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