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## DEMONSTRATION OF VERBAL INNOVATION IN CHILDREN'S WORD-CREATION (LINGVOPRAGMATIC APPROACH)

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### ABSTRACT

*The article discusses the pragmatic nature of children's verbal innovations, discusses the level of study in world linguistics of individual neologisms that appear in their word creation. The reasons for the occurrence of innovations in children's speech were explained, and lingvopragmatic problems in this regard were identified. In children's communicative activity, speech innovation is considered to be the result of inappropriate expression of words, misuse of words, children's lack of knowledge and misinterpretation of the object of speech, social relations between the child and the addressee, their territorial identification.*

**KEYWORDS:** *Ontolinguistics, Pragmalinguistics, Linguistic Unit, Children's Speech, Speech Innovation, Communicative Situation, Context, Propozition, Pragmatic Barrer, Lingvistik Presuppozition, Deixis, Connotation.*

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### 1. INTRODUCTION

Children's speech distinguish from adult speech in that it emphasizes a communicative purpose and is unique in that it attracts the attention of communication participants. This is evident in the verbal innovations that emerge in their communicative activities as a product of lingvocreative thinking. Chukovsky writes: "I could hear the resonant sounds of children playing around me. Before, I used to just enjoy such sweet words from children. And then I was convinced that along with its sweetness, it also had great scientific significance. Because I've come to the conclusion that if we do research on children's speech, we can also discover their wonderful ways of thinking". [1, 4]

In world linguistics, the problems associated with the emergence of speech innovations in children's word-creation have been studied mainly from a psycholinguistic point of view. The services of such researchers as L. Vigotsky [2, p. 92], G. Cheremukhina, A. Shakhnarovich [3, p.168], S. Tseytlin [4, p. 64-73], T. Gridina [5, p.152] are especially significant.

A pragmatic approach also plays an important role in identifying the causes of child-specific speech innovation. Because the national-cultural image of the world formed in the minds of children on the basis of socio-cultural, psychophysiological, linguistic factors and conceptual knowledge is realized in the process of speech activity through specific verbal expressions and shows a pragmatic nature. The study of pragmalinguistic features of speech patterns that occur as a result of this cognitive process on the example of speech of Uzbek children provides valuable theoretical knowledge for pragmalinguistics.

## 2. MATERIALS AND METHODS

One of the important tasks in ontolinguistics and pragmalinguistics is to determine the level of linguocreative potential of Uzbek children, their communicative abilities, as well as the degree of occurrence of internal possibilities specific to their language units in speech. The basis of pragmatics is the speech act. Children's innovation is a locutive act (pronouncing certain sounds and words taking into account the rules and grammar of the language, on this basis, providing the expression with content and reference), propositional act (proposition expressed by means of syntactic units) [6, p.155] serves to express the types of speech act in an unusual way. In their speech, the locutive act is sometimes expressed at the request of speech norms, sometimes without adherence to it. The occurrence of a pragmatic problem in a child-specific locutive act is related to factors such as their stock of lexical units, their use of a narrow range of vocabulary, and how they assimilate the lexical unit. For example, the word *miqlim* used by Salohiddin Askarov (4 years and 2 months) in the phrase "Kochada qor miqlim" (There is a lot of snow on the street) is an orthoepically altered form of the sociology of *liqqim* (plural), which is often used in children's speech in Tashkent. The child could not keep his pronunciation vivid in his memory because he rarely heard this unity, which was characteristic of the speech of a particular social group. The result was a speech innovation based on the phonetic association associated with the same word in his speech.

Sometimes the locutive act indicates that the child's ability to comprehend the word is relatively limited, even if he or she has heard the word before. This situation is also reflected in the works of art in accordance with the realities of real life. For example:

Akram hozir yaxshi bola bo'lishni juda-juda istar edi. U dadasidan qanchalik xursand bo'lib borayotganini aytgisi kelardi. Uyga kelganda mashinalarini onasiga ko'rsatdi-da:

- Men katta bo'lsam, – dedi, – dadamga o'xshagan kimik bo'laman.

Maktabda o'qituvchilik qiladigan Muhabbat opa:

- "Kimik" emas, "ximik", – deb uning xatosini to'g'riladi.
- Buvisi Sobira xola Akramning chuchuk tilidan zavqlanib:
- Kimik bo'ladigan nevaramdan o'rgilay! – dedi. (P.Qodirov. "Akramning sarguzashtlari").

(Akram really wanted to be a good boy now. He wanted to tell his father how happy he was. When he got home, he showed his car to his mother.

- "When I grow up," he said, "I will be kimik like my father?"

Sister Muhabbat, who teaches at the school:

- "Not kimik, chemist," he said, correcting his mistake.

Grandmother Sabira enjoyed Aunt Akram's sweet tongue:

"I love you my kimik grandson" she said. (P. Kadyrov. "The Adventures of Akram").

Such phonetic changes, which occur naturally in the speech of preschool children, acquire a phonopragmatic feature by arousing emotions such as laughter and enjoyment of children's speech in adults.

When children aged 10-13 years are formed with the intention of not expressing certain information openly, they try to express confidential information through a propositional act. For example:

Suyultirib olib kelganiga qaraganda suv qo'shsa kerak-da, la'nati, – dedi A'zam.

- Ferma bilan Belariq o'rtasida suv yo'q-ku, qanday qilib qo'shadi.
- Lamaymizpoy?
- Dayqan libqi? – dedi A'zam.

Qo'chqor muallim bu qanaqa til, deganday bizlarga qaradi. Bizlar maktabda shunaqa tilda gaplashamiz, maynabozchilikka. Masalan, bir so'zni aytmog'chi bo'lsak, u so'zning oxirgi bo'g'inini oldiga olib gapiraveramiz. Qizlarniki boshqacha. Ular, masalan, "Uyga ketasanmi?" – demoqchi bo'lsa, "Ultishga keltishasanmi?" – deb gapiradi. Hozir A'zam bunday gapirayotganining sababi – maynabozchilikka emas, Qo'chqor muallimga bildirmay, Karim ko'zoynakni poylaymizmi, deyayotgan edi. U Abdunabining: "Qanday qilib?" degan so'rog'iga javob berdi:

- Ta to'rt labo libbo' laymizpoy. Rimizbi maningfer dayoni, rimizbi tao'r dayo'l. Mixo'p?
- Tibo'p.
- Chonqa mizboshlay?
- Rbi atdanso ngso'.

Qo'chqor muallim bir oz hayron bo'lib turdi-da, oxiri chidayolmadi shekilli, so'radi:

- Hoy bolalar, bu qanaqa til o'zi? Vetnamchami? Nima deyapsizlar?
- Tag'in bir soatdan so'ng to'rtta bola bo'lib Qorachiqqa baliq tutgani boramiz. Muallim ruxsat berarmikan, deyapmiz, – dedi A'zam ayyorona kulib. (N.Fozilov. "Bolaligim poshsholigim").

(It's more damn than adding water, 'said Azam.

There is no water between the farm and Belarik, how to add.

- "Lamaymizpoy?"
- "Daykan libqi?"- said Azam.

The Kochkor teacher looked at us as if to say what language it was. We speak a language like that at school, a joke. For example, if we want to say a word, we can say the last syllable of that word. The girls are different. They say, for example, "Are you going home?" "Ultishga keltishasanmi?". Now Azam's reason for saying this is not to play tricks, but to ask Karim if he is waiting for Karim's glasses without telling the teacher. He asked Abdunabi, "How?" answered the question:

- Ta tort labo libbo' laymizpoy. Rimizbi maningfer dayoni, rimizbi tao'r dayo'l. Mixop?
- Tibop.
- Chonqa mizboshlay?
- Rbi atdanso ngso.

The Kochkor teacher was a little puzzled, and seemed to be unable to bear it at last, and asked:

- "Hey guys, what kind of language is that?" Vietnamese? What do you say?
- "In another hour we will go fishing in Karachik with four children. We'll see if the teacher will allow it," said Azam with a sly laugh. (N.Fozilov. "My childhood is my kingdom").

It seems that as a child grows up, he also develops "secret languages" based on speech innovation. Such covert expressions serve to reveal the child's pragmatic purpose. They also sometimes point to the gender aspect of the speaker. According to O. Safarov, "The creators of the secret language

are mainly children aged 8-15. While most 8-10 year olds are learners and followers of this language tradition, 12-15 year olds are not only active supporters of it, but also invent new ones ... While younger children speak the language mainly for pleasure, older children, while enjoying it, hide their secrets and express their intimacy with others [7, p.12].

Sometimes speech innovations generated by children can create a pragmatic barrier (a phenomenon related to the thinking and pronunciation of the speaker that obscures the proposition to be narrated, obscuring its content) [7, p.155]. For example:

Yulduz. Uch yashar.

- Nima yeysan, Yulduz, nokmi? shokoladmi?
- Nokolad! (O. Hoshimov “Daftar hoshiyasidagi bitiklar”).

(Yulduz. 3 years old.

- What will you eat, Yuzlduz, pear? or chocolate?
- Nokolad! (O. Hoshimov “Inscriptions in the notebook frame”).

The word nokolad used in a child’s speech may refer to pear and chocolate, or the word may have been involuntarily formed. In the first interpretation, the child created an occasional word using the components of the words pear and chocolate in order to name two types of product in one word, and it can be assumed that he intended to eat both pears and chocolate. In the second interpretation, it can be said that the child formed the word nokolad abnormally. In either case, understanding the word nokolad makes it difficult for the addressee. In this speech situation, the only way to clarify the communicative purpose intended by the child is to ask him or her “What is Nokolad?” is to ask the question. If a speech innovation expressed by a child in the form of a nokolad occurs as a product of spontaneous speech, he or she will have difficulty interpreting the meaning of the word.

Some words that do not have expressive-emotional color in children’s speech also sometimes have a connotative meaning. In using the word for such a purpose, how the child imagines the world and translates it into language plays an important role. For example, “Bu yerda ishlarimiz juda gumbur bo’lib ketdi” (Kh.Tokhtabaev. “Shirin qovunlar mamlakati yoki sehrgarlar jangi”) (“Our work here is very busy” (Kh.Tokhtabaev. “The Land of Sweet Melons or the War of the Wizards”)), lexeme of humming, which is used in the sentence, formed a connotative meaning, expressing the developmental movement figuratively and effectively. In the formation of connotativeness of this lexeme, it is important that the child perceives reality and reflects it in a child-like way. At the same time, this lexeme also expresses the speaker’s positive assessment of reality.

In children’s speech, noun lexemes denoting a subject refer to a person and form a deix of a person. For example: Samovarjonning aytishicha, O’ris xola ham yoshligida yetimxonada katta bo’lgan ekan. Yigirmanchi yildami, yigirma beshinchi yildami, bunisi Samovarning esida yo’q ekan. (Kh.Tokhtabaev. “Besh bolali yigitcha”)

(According to Samovarjon, Aunt Oris also grew up in an orphanage when she was young. In the twentieth or twenty-fifth year, the Samovar did not remember that. (Kh. Tokhtabaev. “A boy with five children”). According to the play, the boy’s name was actually Samar, and in the “House of Mercy” he was called “Samovar”. In this case, the children’s pronunciation of the name Samar in the form of Samovar was also due to the harmony of pronunciation of the words. The word Samovar is ridiculed by the unusualness of the verbal innovation, which is created by assigning a deictic task and adding to it the affix -jan, which represents the connotative sema.

Children also form dexterity types through compound speech innovations. For example, “Ana,

shoxli avtobus ”( Here is a horned bus) (Sanjar Ergashev, 4 year old) in the speech the child pointed to the trolleybus by likening the two electrical conductors of a vehicle to a horn.

Syntactic occasionalisms based on clearly visible aspects of people are actively used in the formation of personality dexterity in children. For example: Maktabning darvozasidan emas, darvoza yonida o'tirgan Universal bobo: “Dars vaqtida qayoqqa ketyapsizlar, yo qochib chiqdilaringmi”, – deb so'rab qolishi ham mumkinligini bilganlari uchun chorvoq tomondan, baland devordan oshib o'tishdi. (Kh.Tokhtabaev. “Quyonglar saltanati”).

(Universal Grandpa, who was sitting at the gate, not at the school gate, crossed the high wall on the other side of the yard, knowing that he might ask, “Where are you going during class, or did you run away?”. (Kh. Tokhtabaev. “Kingdom of rabbits”).

The Universal bobo occasionalism used in the text refers to a person, his age, what profession he has. A picture of Universal Grandpa sitting in a house by the gate, “Where are you going during class, or did you run away?” he asks, indicating that he is a school guard. However, these features do not allow the reader to fully comprehend the pragmatic meaning imposed on the universal word within the deictic unit. Such features are of particular importance as they arise in connection with the communicative purpose of the author of the work, to encourage the young reader to think logically, to pay attention to the word. The meaning of the word universal in syntactic occasionalism in the play is explained after a few plot statements as follows:

Darvoza yonidagi uychada o'tirgan Universal bobo yo'q. Universal desa, tag'in siz uni motori o't olib, g'izillab yurib ketadi deb o'ylamang. Yo'q, ham qorovul, ham qishda pechkaga o't yoquvchi, ham hovli supuruvchi, ham singan stol-stullarni tuzatib beruvchi, ham biron bolaning ota-onasi kerak bo'lsa, borib aytib keluvchi, ham direktorga achchiq-achchiq choy damlab beruvchi, ham nozik mehmonlar kelganda uyidan mis tog'oraga bosib issiqqina palov olib keluvchi, ham bolalar urishib qolishsa, yarashtirib qo'yuvchi va yana qanchadan-qancha “ovchi-uvchi”larning tepasida turgani uchun qishloqdagilarning hammasi bu mo'tabar zotni Universal bobo deb atashadi. (Kh.Tokhtabaev. “Quyonglar saltanati”).

(There is no Universal Grandpa sitting in the house by the gate. If it says universal, then don't think that it will start the engine and run. No he is a security guard, a fireman in the winter, a sweeper in the yard, a repairer of broken tables and chairs, a visitor to the parents of a child in need, a bitter tea to the principal, and a copper stove when delicate guests come, pressing hot rice, if the children get into a fight, the conciliator, as well as the many “hunters” at the top, will be called Universal Grandpa by everyone in the village. (Kh. Tokhtabaev. “Kingdom of rabbits”).

It turns out that the word universal refers to the fact that a person performs other duties in addition to working as a security guard at the school.

Speech-specific speech uses in children's speech are also common, and they serve as a signal of presupposition. For example, “Akromning boshidan o'tganlarini keyin gapirib beraman, og'zim charchab ketdi axir... – deb qo'ydi Hoshimjon (“I'll tell you about Akrom's experience later, because my mouth is tired ...” said Hashimjon.) (Kh. Tokhtabaev. “The kingdom of rabbits”) The syntactic device my mouth is tired used in the text refers to the presumption “I talked a lot”.

### **3. CONCLUSION**

Innovations specific to Uzbek children's speech are reflected at all levels of the language system. Emerging as a product of word-creation in children's communicative-pragmatic activity, these tools serve as a locutive act, creating a pragmatic barrier, increasing speech sensitivity, reflecting subjective assessment attitudes, pointing to reality and its elements, expressing hidden information through language units. Not only linguistic knowledge, skills and abilities, but also extralinguistic factors such as socio-psychophysiological status, age and gender, regional identity lead in the

acquisition of lingvopragmatic features of children's individual neologisms. The results of research in this area play a special role in enriching existing theories in anthropocentric linguistics with new approaches.

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