EXPRESSIVE-EMOTIONAL FEATURES AND PRAGMALINGUISTIC FUNCTIONS OF LANGUAGE MEANS IN KARAKALPAK CHILDREN'S POETRY.

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https://doi.org/10.5281/zenodo.24446175

Abstract. *This article examines the expressive-emotional features and pragmalinguistic functions of language means in Karakalpak children's poetry. Particular attention is paid to the role of lexical, phonetic, morphological, and syntactic devices in creating emotional expressiveness, artistic imagery, and communicative impact. The study analyzes how expressive linguistic elements contribute to the formation of children's emotional perception, aesthetic awareness, imaginative thinking, and language development. Special consideration is given to the interaction between poetic language, the author's communicative intention, and the reader's emotional response. The article also explores the relationship between national-cultural values and expressive language in Karakalpak children's poetry. It argues that expressive-emotional language means perform not only an aesthetic function but also educational, cognitive, communicative, and pragmatic functions in children's literary texts.*

Keywords: *Karakalpak children's poetry, expressive language, emotional expression, pragmalinguistics, linguistic means, poetic language, stylistic devices, emotional impact, communicative intention, children's literature.*

Аннотация. *В статье рассматриваются экспрессивно-эмоциональные особенности языковых средств и их прагмалингвистические функции в каракалпакской детской поэзии. Особое внимание уделяется лексическим, фонетическим, морфологическим и синтаксическим средствам, обеспечивающим эмоциональную выразительность поэтических текстов. Анализируется их роль в формировании эстетического восприятия, эмоционального мышления и языковых навыков детей. Также раскрывается значение национально-культурных компонентов и коммуникативного воздействия поэтической речи.*

Ключевые слова: *каракалпакская детская поэзия, экспрессивность, эмоциональность, прагмалингвистика, языковые средства, поэтическая речь, выразительность, коммуникативное воздействие.*

Annotatsiya. *Maqolada qoraqalpoq bolalar she'riyatida til vositalarining ekspressiv-emotsional xususiyatlari va pragmalingvistik vazifalari tahlil qilinadi. She'riy matnlarda leksik, fonetik, morfologik va sintaktik vositalarning hissiy ta'sirchanlikni yuzaga keltirishdagi o'rni yoritiladi. Shuningdek, ushbu til birliklarining bolalarda estetik idrok, obrazli tafakkur, nutqiy faollik va hissiy dunyoqarashni shakllantirishdagi ahamiyati ochib beriladi.*

Kalit so'zlar: *qoraqalpoq bolalar she'riyati, ekspressivlik, emotsionallik, pragmalingvistika, til vositalari, poetik nutq, badiiy ifoda, kommunikativ ta'sir.*

Introduction

Language is one of the most important instruments of artistic expression and human communication. In literary works, linguistic units perform not only an informational function but also express emotions, convey the author's attitude, create artistic images, and influence the reader's perception.

These characteristics become particularly significant in children's poetry, where language serves as a means of aesthetic education, emotional development, and linguistic socialization.

Karakalpak children's poetry represents an important component of national literary heritage. Its artistic language reflects the historical experience, cultural traditions, national mentality, and aesthetic values of the Karakalpak people. The language of children's poems is characterized by simplicity, emotional richness, rhythmic organization, expressive vocabulary, and a close connection with the world of childhood.

The expressive-emotional potential of poetic language is realized through different linguistic means. Lexical units, emotionally colored words, expressive suffixes, repetitions, intonation, rhetorical questions, exclamatory constructions, and sound combinations contribute to the creation of a specific emotional atmosphere.

From a linguistic perspective, expressive-emotional language means the ability of linguistic units to communicate not only objective information but also subjective attitudes, feelings, evaluations, and emotional reactions.

Pragmalinguistics provides an opportunity to investigate how these language means function in communication and how they influence the recipient. In children's poetry, the pragmatic effect is determined by the interaction between the author's intention, the artistic structure of the text, and the age-related characteristics of the young reader.

The relevance of this research is determined by the necessity of studying the expressive potential of the Karakalpak language in children's literary texts and identifying the communicative and educational functions of poetic language.

The purpose of this article is to analyze the expressive-emotional characteristics of linguistic means in Karakalpak children's poetry and determine their main pragmalinguistic functions.

Theoretical Foundations of Expressive-Emotional Language

Expressiveness and emotionality are closely interconnected linguistic phenomena, although they are not identical.

Expressiveness refers to the ability of language units to strengthen the meaning of an expression and attract the attention of the recipient. Emotionality, on the other hand, reflects the feelings, psychological states, and subjective attitudes expressed through language.

In poetic discourse, these two characteristics often operate simultaneously. A particular word or construction may communicate an objective meaning while also expressing admiration, joy, surprise, affection, sadness, or excitement.

The expressive potential of language is realized at several linguistic levels:

- Lexical level: emotionally colored words, evaluative vocabulary, expressive synonyms, and interjections.
- Phonetic level: alliteration, assonance, sound imitation, and rhythmic organization.
- Morphological level: expressive word forms, diminutive and affectionate forms, and emotionally meaningful suffixes.
- Syntactic level: repetition, parallel constructions, rhetorical questions, exclamations, and incomplete sentences.
- Semantic level: metaphor, simile, personification, and other forms of figurative meaning.

These linguistic levels interact with one another and contribute to the overall emotional and aesthetic organization of a poetic text.

In Karakalpak children's poetry, expressive-emotional language is particularly important because children's perception is closely associated with concrete images, sound patterns, emotional associations, and direct experiences.

Lexical Means of Expressive-Emotional Expression

Lexical means constitute one of the most important resources for creating emotional expressiveness in children's poetry.

Emotionally colored vocabulary allows poets to communicate feelings and attitudes through individual words and expressions. Such vocabulary may express affection, admiration, happiness, surprise, fear, sadness, or dissatisfaction.

In children's poetic texts, words associated with family, friendship, nature, homeland, animals, and childhood frequently acquire additional emotional meanings.

For example, expressions such as "dear mother," "beautiful homeland," "bright sunshine," and "beloved child" demonstrate how descriptive vocabulary can communicate positive emotional evaluations.

Evaluative words also play an important role. They help children distinguish between positive and negative qualities and understand the author's attitude toward the subject being described.

Synonyms may be used to strengthen emotional intensity. The selection of one expressive synonym instead of another can change the emotional tone of a poetic statement.

Interjections are another important lexical resource. They communicate immediate emotional reactions such as joy, surprise, admiration, and excitement. Their use makes poetic speech more natural and brings it closer to children's everyday communication.

The pragmatic function of lexical expressive means is primarily associated with emotional influence, evaluation, and the establishment of an emotional relationship between the author and the young reader.

Phonetic Means and the Musicality of Children's Poetry

The phonetic organization of poetic language has a considerable influence on emotional perception.

Sound combinations, rhythm, intonation, alliteration, assonance, and onomatopoeia contribute to the musicality and expressive character of children's poetry.

Alliteration involves the repetition of similar consonant sounds within a poetic line or a group of words. This repetition creates sound harmony and strengthens the rhythmic structure.

Assonance is based on the repetition of vowel sounds. It contributes to the musical organization of poetic language and can create different emotional impressions depending on the sound arrangement.

Onomatopoeia refers to the imitation of natural and environmental sounds. In children's poetry, it may reproduce the sounds of birds, animals, wind, water, and other phenomena.

These phonetic devices make poetic texts attractive to children and facilitate memorization and oral recitation.

Intonation is also an essential component of expressive speech. Through changes in pitch, stress, pauses, and rhythm, the same linguistic expression may communicate different emotional meanings.

From a pragmatic perspective, phonetic devices attract attention, increase the emotional impact of poetic speech, and encourage children's active participation in reading and recitation.

Morphological Means of Emotional Expressiveness

Morphological elements also contribute to the creation of expressive-emotional meanings in Karakalpak children's poetry.

In the Karakalpak language, certain word-forming and grammatical suffixes may acquire additional emotional or evaluative functions depending on their context.

Affectionate and diminutive forms are particularly significant in children's literary language. They can express tenderness, intimacy, kindness, and a positive attitude toward people, animals, and objects.

The use of such forms creates a warm emotional atmosphere and reflects the relationship between the speaker and the object of expression.

Possessive forms may also communicate emotional closeness and personal involvement. Expressions referring to one's mother, homeland, family, or friends can convey feelings of belonging and affection.

The choice of grammatical forms may further influence the pragmatic meaning of a poetic statement. For example, imperative constructions may express encouragement, invitation, advice, or a request.

Thus, morphological expressive means contribute to the emotional organization of poetic language and help communicate interpersonal attitudes.

Syntactic Means of Expressive-Emotional Expression

Syntactic constructions play an important role in organizing the emotional and communicative structure of children's poetry.

The most common expressive syntactic devices include repetition, parallelism, rhetorical questions, exclamatory sentences, direct address, and syntactic inversion.

Repetition strengthens the semantic and emotional significance of individual words or expressions. It also creates rhythm and makes poetic lines easier to remember.

Parallel constructions involve the use of similar grammatical structures in successive lines or sentences. They contribute to structural harmony and emphasize relationships between artistic images.

Rhetorical questions are used to attract attention, stimulate reflection, and express the author's emotional attitude. In children's poetry, they can encourage curiosity and active participation in understanding the text.

Exclamatory sentences communicate strong emotions such as happiness, admiration, excitement, and surprise. They make poetic speech more dynamic and expressive.

Direct address is another important syntactic means. By addressing a child, a natural phenomenon, an animal, or an abstract concept, the poet creates an impression of direct communication.

These constructions demonstrate that syntax performs not only a grammatical function but also an important expressive and pragmatic role.

Pragmalinguistic Functions of Expressive-Emotional Language Means

Pragmalinguistics investigates the relationship between language, communication, context, and the intentions of language users.

In children's poetry, pragmatic meaning is formed through the interaction of the poet's communicative intention and the young reader's interpretation of the poetic text.

The expressive-emotional resources of language perform several important pragmatic functions.

Emotional-influencing function.

Expressive vocabulary, exclamations, and figurative expressions influence the emotional state of young readers. They help create feelings of joy, admiration, affection, compassion, and curiosity.

Evaluative function.

Emotionally colored words communicate the author's positive or negative attitude toward people, events, and natural phenomena. Through these expressions, children learn to recognize and understand different evaluations.

Educational function.

Poetic language communicates moral and educational ideas through artistic images.

Themes of friendship, kindness, honesty, respect for parents, and love for the homeland are presented in forms that are accessible to children.

Communicative function.

Direct address, questions, repetition, and imperative constructions establish a relationship between the author and the reader. They create an impression of dialogue and encourage active perception.

Cognitive function.

Figurative and expressive language develops associative thinking, imagination, attention, and the ability to understand indirect meanings.

Aesthetic function.

Sound harmony, rhythm, expressive vocabulary, and artistic imagery develop children's appreciation of beauty and literary language.

Cultural function.

Nationally significant expressions, traditional images, and folklore elements transmit cultural knowledge and preserve the linguistic heritage of the Karakalpak people.

The interaction of these functions determines the pragmatic potential of expressive-emotional language in children's poetic discourse.

National-Cultural Characteristics of Expressive Language in Karakalpak Children's Poetry

The expressive resources of Karakalpak children's poetry are closely connected with national culture, folklore, oral traditions, and the natural environment.

The artistic language of Karakalpak poetry reflects the cultural experience and worldview of the people. Images associated with the Amu Darya, the Aral Sea region, the steppe, domestic animals, birds, family life, and seasonal changes contribute to the national identity of poetic texts.

Folklore traditions have also played an important role in the development of expressive language. Children's songs, lullabies, riddles, proverbs, and oral narratives contain various forms of repetition, rhythmic structures, emotional vocabulary, and figurative expressions.

These traditional linguistic elements have influenced the artistic organization of children's poetry and contributed to the preservation of national expressive patterns.

The use of culturally meaningful images enables young readers to understand their relationship with their native language, historical environment, and cultural heritage.

Therefore, the expressive-emotional characteristics of Karakalpak children's poetry should be investigated not only from a general linguistic perspective but also in relation to national-cultural values.

The Role of Expressive Language in Children's Development

Expressive-emotional language has considerable importance in children's linguistic, intellectual, and emotional development.

First, poetic texts enrich children's vocabulary and develop their ability to use language in different communicative situations.

Second, emotionally expressive words help children recognize and verbalize their feelings. This contributes to the development of emotional awareness and communication skills.

Third, artistic imagery and figurative expressions stimulate imagination and associative thinking.

Fourth, phonetic and rhythmic structures improve pronunciation, listening skills, and the ability to memorize linguistic material.

Fifth, national-cultural imagery introduces children to traditional values and strengthens their connection with their native language.

In educational practice, Karakalpak children's poetry can be used in language teaching, literary reading, speech development, and cultural education.

Teachers may organize activities in which children identify expressive words, explain emotional meanings, compare different linguistic constructions, and create their own poetic expressions.

Such activities promote linguistic competence, creative thinking, and aesthetic development.

Research Methods

The research is based on theoretical and descriptive approaches to the study of expressive-emotional and pragmalinguistic phenomena in literary language.

The following methods are relevant to the investigation:

Descriptive method: used to identify and classify expressive-emotional language means.

Linguistic analysis: applied to examine lexical, phonetic, morphological, and syntactic features of poetic texts.

Semantic analysis: used to identify emotional, evaluative, and figurative meanings.

Pragmatic analysis: applied to determine communicative intentions and the potential influence of expressive language on young readers.

Contextual analysis: used to interpret linguistic units according to their textual and situational environment.

Stylistic analysis: applied to identify the artistic functions of expressive devices and their contribution to poetic imagery.

The combination of these methods provides an opportunity to investigate the relationship between linguistic form, emotional meaning, artistic expression, and communicative intention.

Results and Discussion

The theoretical analysis demonstrates that expressive-emotional language means constitute an essential component of the artistic and communicative structure of Karakalpak children's poetry.

Lexical means contribute to emotional evaluation and the expression of personal attitudes. Phonetic elements strengthen the musicality and memorability of poetic texts.

Morphological forms communicate affection, intimacy, and interpersonal relationships, while syntactic constructions increase emotional intensity and communicative activity.

The analysis also indicates that expressive-emotional means perform several interconnected pragmatic functions. They influence children's emotional perception, attract attention, communicate educational ideas, and stimulate cognitive activity.

An important characteristic of Karakalpak children's poetry is the relationship between expressive language and national-cultural content. Folklore-based expressions and traditional imagery contribute to the preservation of linguistic traditions and the transmission of cultural values.

The study further suggests that the educational potential of poetic language is determined not by individual expressive devices alone but by their interaction within the entire literary text.

It is important to note that the present article provides a theoretical and analytical examination of the subject. Quantitative conclusions about the frequency of particular linguistic devices would require a separately defined corpus of poems and systematic empirical analysis.

Conclusion

The study of expressive-emotional features and pragmalinguistic functions of language means in Karakalpak children's poetry reveals the important role of linguistic resources in the artistic and communicative organization of poetic texts.

Lexical, phonetic, morphological, and syntactic means contribute to the expression of emotions, the creation of artistic images, and the strengthening of the communicative impact of poetry.

The pragmatic functions of these means include emotional influence, evaluation, education, communication, cognitive development, aesthetic perception, and cultural transmission.

The analysis also demonstrates that Karakalpak children's poetry is closely connected with national traditions, folklore, and cultural values. Its expressive language reflects the distinctive features of the Karakalpak linguistic worldview and contributes to the preservation of national literary heritage.

The use of expressive-emotional language in children's poetry has significant educational potential. It enriches vocabulary, develops imaginative thinking, improves speech expression, and strengthens children's emotional and aesthetic perception.

Further research should focus on the linguistic analysis of individual Karakalpak children's poets, the classification of expressive-emotional devices, and the investigation of their pragmatic functions through authentic poetic examples.

In conclusion, expressive-emotional language means are not merely stylistic elements of Karakalpak children's poetry. They are important linguistic instruments through which artistic meaning, emotional experience, cultural identity, and communicative intention are conveyed to young readers.

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