



SOCIOLINGUISTIC, LINGUOCULTUROLOGICAL AND COGNITIVE ASPECTS OF NONVERBAL COMMUNICATION

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ABOUT ARTICLE

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Abstract: The article is devoted to the social linguistic, cultural and cognitive aspects of nonverbal communication. The functions of paralinguistic means in the speech of communicants are considered under the influence of social, cultural, ethnic and cognitive factors, and therefore, taking into account these factors are a necessary condition for successful communication. Based on the analysis of foreign linguistic literature and his own observations, the author emphasizes that sociological factors such as marital status, level of education, type of activity, religious outlook can also affect certain changes in the verbal and nonverbal behavior of a person's speech at certain age periods of life, which is confirmed by examples from Uzbek communication. It also touches upon the issue of the national and cultural specifics of the paralinguistic means, primarily due to interlanguage and intercultural differences, and also examines the problem of the connection between paralinguistics and cognitive linguistics, manifested in the fact that the paralinguistic, along with linguistic means, transmits certain information directly related to the mental activity of a person, his mentality and intelligence.

INTRODUCTION

Sociolinguistics is a branch of linguistics that studies the relationship between language and the social conditions of its existence. D. Crystal, defining this science as a branch of linguistics that studies all aspects of the relationship between language and society, states: "Sociolinguistics studies issues such

as the linguistic identity of social groups, social attitudes to language, standard and non-standard forms of language, models and needs of using the national language and etc." [13, p.389]

In order for communication to take place, "the speaker must not only have a competent command of the vocabulary of the language, but also situational grammar, "which helps to use the language correctly depending on the communicative situation. The communicative situation includes the following components: 1) the speaker (addressee); 2) the listener (addressee); 3) the relationship between the speaker and the listener; 4) the tone of communication (official – neutral – friendly); 5) the goal; 6) means of communication (verbal and nonverbal); 7) the method of communication; 8) the place and time of communication. A change in each of these components leads to a change in the communicative situation and, consequently, to a variation in the means used by the participants in the situation and their communicative behavior in general." [2, c.15]

All the above components can affect the speech of communicants in different ways. V. P. Korovushkin considers the concept of a socio-communicative system "as a set of all linguistic means of communication of a certain society in accordance with sociolinguistic factors and norms accepted in this society. The socio-communicative system, which has a specific structure and organization, largely determines the verbal behavior of communicants in accordance with the social parameters of communication." [7, c. 245] Sociolinguistics studies language in relation to social factors that determine the functioning and development of language in various conditions and circumstances. The following sociolinguistic categories can affect the speaker's speech: social status, gender, age, education, profession. All of the above applies equally to nonverbal communication using paralinguistic means. One of the factors that have a great impact on the paralinguistic behavior of communicants is age. Different scientists give different classifications of age limits. The main age categories are childhood, youth, adulthood, old age and old age. Within each age group, subgroups are distinguished depending on the physical, psychological and other indicators of the state of the individual.

Each age group has its own specific characteristics by which human behavior can be determined. "The problems of attributing a person to a certain age group are complicated by the fact that there are four types of age – chronological (calendar, or passport), biological, social and psychological. Chronological, calendar or passport age – the number of actual years of a person in accordance with his year of birth. Social age refers to the level of an individual's social achievements, including education, professional and social status. Biological age implies the physical or biological state of the human body and depends primarily on his lifestyle. Psychological age, also called the internal age of an individual, is an internal subjective assessment of his condition by the person himself. Thus, different types of age, as well as different age classifications, make it difficult to determine a clear age state of an individual. Age is considered as a social category directly related to the cultural traditions of this society." [11, p.311] H.Sachs expounds similar ideas, expressing the opinion that "each social group has certain rights and obligations culturally related to it." [19, c. 7-14] This fully applies to the age categories. For example, the age of marriage varies in different cultures.

Considering the age characteristics of a person, it is possible to determine which social group he belongs to. Therefore, depending on the social group, you can expect the corresponding nonverbal behavior. For example, in Uzbek communication, the younger ones should not raise their voice to the older one, the younger one should be the first to greet and give way, etc. The study of paralinguistic means based on age characteristics that carry a sociolinguistic factor can be studied in two directions. Firstly, in terms of temporal and spatial parameters; secondly, in terms of changes occurring in speech and non-speech communication at certain age periods.

It should be emphasized that sociological factors such as marital status, level of education, type of activity, religious outlook can also affect certain changes in the verbal and nonverbal behavior of a person's speech at certain age periods of life. With age, a person's physiological state changes – the state of mind, memory, imagination, etc. In addition, over time, the social status of a person also changes and, accordingly, his social role changes. All this is reflected in his speech and non-speech behavior. Many studies are devoted to the problem of the relationship between speech behavior and age characteristics of a person. A.R. Bauer expresses the opinion that “as a person gets older, elements of conservatism appear in his speech. ... Elderly and old people tend to express their thoughts in short statements containing simple syntax.” [10, p.77-90] Similarly, “age categories are reflected in people's nonverbal communication”. [6, c. 68; 1, c. 16].

According to our observations, conservatism of older people is also manifested in the use of paralinguistic means. In other words, older people are more restrained in terms of paralinguistic means (gestures, facial expressions) compared to young people. Depending on the age, the topics of conversation, the order of statements, as well as the genre of conversation change. A. Lindstrom analyzes the speech of people of different ages with requests and suggestions and believes that “older people mostly succumb to negative stereotypes, for example, when communicating with the younger generation. The influence of physical condition and voice makes their speech more syntactically simple, less emotional”, [18, p. 309] which is certainly reflected in their nonverbal behavior.

Studies of nonverbal means, as already noted, based on the gender differences of communicants, are also conditioned by sociolinguistic factors.

The division into female and male is universal. It is characteristic of all languages of the world, because it is based on the physiological, psychological and mental characteristics of a person, although the attitude to gender may vary in different cultures.

Scientists have been engaged in research on gender features of speech since ancient times. The language of women was studied, which was different from the language of men. In the work of O. Jespersen, devoted to the study and comparison of the language of men and women, the reasons for the different verbal behavior of both sexes are given. According to this study, “girls start speaking earlier than boys and, as a rule, express themselves more politely... Women use more adjectives in their speech, and men use verbs.” [16, p.237-254]. There is no doubt that gender differences have an impact on the nonverbal behavior of men and women.

In different historical periods, the role of men and women in society changes. Women of many countries were active in educational, research, political, economic, social and creative activities in the second half of the XX century. In this regard, it becomes one of the urgent problems of linguistics, as well as, as our observations in the field of paralinguistics have shown, the study of the gender aspect. R.T. Lakoff notes that “gender differences exist in every language, but manifest themselves differently depending on the language itself and the society in which the language functions. One of the main factors influencing the difference in the speech and non-speech behavior of men and women is the fact that men have always been in power more often than women. The scientist concludes that women, by virtue of their political and civil rights, express their opinions more implicitly, not wanting to seem too categorical”, [17, p. 23] and this also characterizes their paralinguistic behavior. P. Eskert shares the scientist's point of view, believing that “the speech of men and women differs due to their different position in society, which has developed historically”. [14, p. 3]

The use of paralinguistic means may be due to socio-cultural factors, especially in terms of the specifics of some phenomena characteristic only of a given nation and its language. It should be noted

that, since ancient times and in subsequent centuries, the connection of language with culture, philosophy, psychology and ethnography has been noted. Let us recall, for example, the ideas of Wilhelm von Humboldt, who noted the connection of language with thinking, national identity and spiritual culture. [5, p. 298]

It should be emphasized that paralinguistic means, being natural, the result of certain biological and physiological processes, as a whole, appear to be a universal phenomenon in the process of communication. At the same time, the paralinguistic means are characterized by specific features that depend on the culture, way of life, ethics, traditions, customs of nations.

At the end of the XX century, "linguoculturology develops, and language begins to be considered as a product of culture, a factor in the formation of cultural codes, i.e. the subject of linguoculturology becomes language and culture in dialogue and interaction". [8, p.6-8] The national-cultural specificity of paralinguistic means is due, as already noted, primarily to interlanguage and intercultural differences. If there is a similarity in rituals, rituals or traditions in two cultures, then their verbalization is of a general nature. As points A.Vezhbitskaya, "linguistic and cultural systems differ enormously from each other, but there are semantic and lexical universals that point to a common conceptual basis on which human language, thinking and culture are based". [4, p.322] The national-cultural specificity in interlanguage communication is established in four ways: "through cultural semes, cultural foundation, concepts and connotations" [8, p.54] and, let us add, the nonverbal behavior of communicants. There is a fair opinion that cultural differences are based on differences in speech and non-speech communication. The founder of the theory of intercultural communication, E. Hall, expresses the idea of "homogeneity and inter-determinism of communication and culture". In his opinion, "culture is communication, and communication is culture". [15, p. 137] Culture influences the linguistic picture of the world that has developed in the consciousness of the bearer of this culture. "The linguistic picture of the world precedes and forms other pictures of the world. The peculiarities of language determine how a person sees himself and the world around him". [9, pp. 64-65] The above testifies to the complete interconnection and interdependence of language, para-language and culture. On the one hand, the language and the paralinguistic means used with it are the result of the influence of culture, on the other – a factor affecting the conceptual and linguistic picture of the world of a carrier of a certain culture.

Considering the problems of the interrelation of language, para-language and culture, it is impossible not to touch upon the issues of the use of paralinguistic means in connection with human cognitive activity. In other words, it is necessary to show the connection between paralinguistics, cognitive linguistics, which manifests itself in the fact that the paralinguistic means, transmits certain information, is directly related to a person's mental activity, his mentality and intelligence. The cognitive significance of paralinguistic means is primarily due to the fact that in each specific communication situation they convey a certain meaning and perform various functions of sense formation and sense differentiation, which will be further confirmed by the analysis of numerous examples. Here we would like to note the process of materialization of thought in the text. The process of thought formation takes place in the human brain and is transferred in the word through its object image (denotation), sign image (signification) and through their relationship – "a structural image". [12, p.19-21] This triad is always observed when verbalizing thoughts and reveals the cognitive essence of the paralinguistic means verbalized in the text with the help of linguistic units acting as markers of nonverbal behavior. In the text, especially in fiction, there are many paralinguistics that have gone through the process of verbalization. Here is an example from Bernard Shaw's play Pygmalion.

«Higgins: Following him. Good night. Over his shoulder, at the door. Put out the lights, Eliza; and tell Mrs. Pearce not to make coffee for me in the morning: I'll take tea. He goes out.

Eliza tries to control herself.... By the time she gets there, she is on the point of screaming. She sits down in Higgins's chair and holds on hard to the arms. Finally, she gives way and flings herself furiously on the floor raging.

Higgins: (In despairing wrath outside.) What the devil have I done with my slippers? He appears at the door.

Liza: Snatching up the slippers, and hurling them at him one after the other with all her force. There are your slippers. And there. Take your slippers; and may you never have a day's luck with them!

Higgins: Astounded. What on earth—! He comes to her. What's the matter? Get up. He pulls her up. Anything wrong?

Liza: Breathless. Nothing wrong—with you. I've won your bet for you, haven't I? That's enough for you. I don't matter, I suppose.

Higgins: YOU won my bet! You! Presumptuous insect! I won it. What did you throw those slippers at me for?

Liza: Because I wanted to smash your face. I'd like to kill you, you selfish brute. Why didn't you leave me where you picked me out of—in the gutter? You thank God it's all over, and that now you can throw me back again there, do you? She crimps her fingers, frantically.

Higgins: Looking at her in cool wonder. The creature is nervous, after all.

Liza: Gives a suffocated scream of fury, and instinctively darts her nails at his face.

Higgins: Catching her wrists. Ah! would you? Claws in, you cat. How dare you show your temper to me? Sit down and be quiet. He throws her roughly into the easy-chair.

Liza: Crushed by superior strength and weight. What's to become of me? What's to become of me?

Higgins: How the devil do I know what's to become of you? What does it matter what becomes of you?.....

Higgins: Thundering. Those slippers.

Liza: With bitter submission. Those slippers. I didn't think it made any difference now.

A pause... Eliza hopeless and crushed. Higgins a little uneasy.

Higgins: In his loftiest manner. Why have you begun going on like this? May I ask whether you complain of your treatment here? » [20]

This passage reveals the feelings and state of the main characters of the play – Eliza and Higgins. The characters of the play are characterized by the actions they perform, as well as forms of behavior and communication. Parakinetik and paraphonetic means in this fragment of the text convey additional information about the character and behavior of the characters, their internal psychological state, and the nature of personal relationships. This information has an implicit character and is decoded mainly based on the analysis of paralinguistic means. Parakinetik (he pulls her up, catching her wrists, threads her roughly ...) and paraphonetic (in despairing wrath outside, astounded, in his loftiest manner, chundering) means used by the author when creating the image of Higgins, testify to his unrestrained character, arrogance, rude behavior and bad manners.

In creating the image of Eliza, paralinguistic means are primarily aimed at expressing the inner emotional state of the girl, her feelings and experiences, an emotional explosion in response to Higgins' rude behavior. The author uses a wide variety of parakinetik (holds on hand to the arms, snatching up the slippers, smash your face, crimps her fingers frantically, darts her nails at his face) and paraphonetic means, characterizing intonation tone and volume (on the point of screaming, breathless, scream of fury, with bitter submission), expressing the intensity of Eliza's feelings and emotions: anger,

indignation, despair, resentment, depression. In other words, the use of paralinguistic means in a literary text contributes to the formation of new conceptual meanings, the generation of new knowledge about the author and characters, the construction of the image of the author and character, which in our opinion determines the cognitive essence of paralinguistic means in interaction with linguistic ones. As E. Borisova notes, "The character's speech reflects his cultural level, profession, state of mind and therefore should be understood not only as a phenomenon of language as such, but precisely as one or another side of his image in a broader sense". [3, p. 356] Continuing this thought, it is necessary to emphasize that paralinguistic means, along with linguistic means, perform similar socio-cultural and cognitive functions. So, all paralinguistic means function in the speech of communicants under the influence of social, cultural, ethnic and cognitive factors, and therefore, taking into account these factors is a necessary condition for successful communication.

Paralinguistic phenomena form a complex hierarchical system, determined by many factors of a communicative-pragmatic, culturological and cognitive nature.

The communicative-pragmatic aspect of paralinguistic means is due to:

- a) the intentional essence of paralinguistic means;
- b) the nature and type of the communicative situation;
- c) functional determinacy of paralinguistic means.

The social aspect of nonverbal communication is due to the following factors:

- a) social and professional status of communicants;
- b) age and gender characteristics of communicants;
- c) role relations of communicants;
- d) the nature of the communicative situation (official, unofficial)

The culturological aspect of nonverbal communication is due to:

- a) the interaction and interrelation of language, para-language and culture;
- b) national-cultural specifics of paralinguistic means, which are based on national peculiarities of mentality, character, lifestyle, national peculiarities of non-verbal behavior.

The cognitive aspect of paralinguistic communication is due to the direct connection of paralinguistics with a person's mental activity, his intellect and mentality. The cognitive significance of paralinguistic means is primarily due to the fact that in each specific communication situation they convey certain conceptual meanings, performing cognitive functions of meaning formation, generating new knowledge about the world and modeling a conceptual picture of the world.

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