



PRAGMATIC MARKERS AND POLITENESS STRATEGIES IN CHILDREN’S LITERARY DIALOGUE

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Abstract: This research investigates the pragmatic markers and politeness strategies employed in children’s literary dialogues, focusing on their communicative and stylistic functions in English fiction. Drawing on theories of Grice, Brown and Levinson, and Schiffrin, the study analyzes selected dialogues from Alice’s Adventures in Wonderland, Matilda, and Harry Potter and the Philosopher’s Stone. The findings demonstrate that pragmatic markers such as well, oh, you know, and so enhance discourse coherence and reflect children’s emotional attitudes, while politeness strategies serve to maintain social harmony and display communicative competence. The study concludes that these pragmatic elements not only contribute to the naturalness of fictional dialogues but also mirror real-life child interaction patterns, revealing the interplay between linguistic form, cognition, and social behavior.

Keywords: pragmatic markers; politeness strategies; children’s speech; literary discourse; communicative competence; linguistic pragmatics; stylistic analysis; English fiction; child character dialogue; discourse coherence

ПРАГМАТИЧЕСКИЕ МАРКЕРЫ И СТРАТЕГИИ Вежливости В ЛИТЕРАТУРНОМ ДИАЛОГЕ ДЕТЕЙ

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Аннотация: В данном исследовании изучаются прагматические маркеры и стратегии вежливости, используемые в детских литературных диалогах, с акцентом на их коммуникативные и стилистические функции в английской художественной литературе. Опираясь на теории Грайса, Брауна, Левинсона и Шиффрина, в исследовании анализируются избранные диалоги из «Приключений Алисы в стране чудес», «Матильды» и «Гарри Поттера и философского камня». Результаты показывают, что прагматические маркеры, такие как «ну, вы знаете, и так», повышают связность дискурса и отражают эмоциональные установки детей, в то время как стратегии вежливости служат поддержанию социальной гармонии и проявлению коммуникативной компетентности. Исследование приходит к выводу, что эти прагматические элементы не только способствуют естественности вымышленных диалогов, но и отражают реальные модели взаимодействия детей, раскрывая взаимодействие между языковой формой, познанием и социальным поведением.

Ключевые слова: прагматические маркеры; стратегии вежливости; детская речь; литературный дискурс; коммуникативная компетентность; лингвистическая прагматика; стилистический анализ; английская фантастика; диалоги детских персонажей; связность дискурса

BOLALAR ADABIY MULOXATIDA ODOBLILIKNING PRAGMATİK MARKERLARI VA STRATEGIYALARI

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Annotatsiya: Ushbu tadqiqot bolalarning adabiy dialoglarida qo‘llaniladigan pragmatik belgilar va xushmuomalalik strategiyalarini o‘rganib, ularning ingliz badiiy adabiyotidagi kommunikativ va stilistik funksiyalariga e’tibor qaratadi. Grice, Braun va Levinson va Shiffrin nazariyalariga tayangan holda tadqiqotda Elisning mo‘jizalar mamlakatidagi sarguzashtlari, Matilda va Garri Potter va faylasuf toshlaridan tanlangan dialoglar tahlil qilinadi. Topilmalar shuni ko‘rsatadiki, oh, bilasizmi, va shuning



uchun pragmatik belgilar nutqning uyg'unligini kuchaytiradi va bolalarning hissiy munosabatlarini aks ettiradi, xushmuomalalik strategiyalari esa ijtimoiy uyg'unlikni saqlashga va kommunikativ kompetentsiyani namoyon etishga xizmat qiladi. Tadqiqot shuni ko'rsatadiki, bu pragmatik elementlar nafaqat badiiy dialoglarning tabiiyligiga hissa qo'shadi, balki bolalarning real hayotdagi o'zaro ta'sirini aks ettiradi, lingvistik shakl, bilish va ijtimoiy xatti-harakatlar o'rtasidagi o'zaro ta'sirni ochib beradi.

Kalit so'zlar: pragmatik belgilar; xushmuomalalik strategiyalari; bolalar nutqi; adabiy nutq; kommunikativ qobiliyat; lingvistik pragmatika; stilistik tahlil; ingliz fantastikasi; bolalar xarakterli dialog; nutqning uyg'unligi

Introduction

Children's speech in English literary discourse is a valuable linguistic and cultural phenomenon that reflects not only verbal development but also emotional, cognitive, and social growth. In fictional texts, the speech of child characters serves as an artistic device through which writers reveal children's personalities, relationships, and worldview. Pragmatic analysis of such speech allows scholars to explore how language functions as a tool of interaction and meaning-making in literary contexts [1]. Pragmatic markers and politeness strategies play a crucial role in shaping the naturalness and authenticity of children's dialogues. Pragmatic markers—such as *well*, *you know*, *I mean*, and *so*—are discourse elements that manage conversation flow, express attitudes, and create coherence between utterances [2]. They help to represent children's spontaneity, hesitation, and emotional involvement in speech. Politeness strategies, on the other hand, reflect social awareness and communicative sensitivity. According to Brown and Levinson's (1987) politeness theory, speakers use linguistic strategies to maintain face and express respect or solidarity during interaction. When applied to child characters, these strategies demonstrate developing pragmatic competence and adaptation to social norms [3]. Literary authors often use children's speech to mirror real communicative behavior, showing how young speakers manage politeness and conversational meaning. The analysis of pragmatic features in children's literary discourse thus provides insight into how writers construct the linguistic image of childhood, revealing both individual and universal aspects of communication. The combination of pragmatic markers and politeness strategies contributes not only to the realism of dialogues but also to the psychological and aesthetic depth of children's characters in English fiction.

The study of pragmatic features in literary discourse has long attracted scholars' attention, as language in literature performs not only aesthetic but also communicative functions. Pragmatics, as defined by Leech [4] studies the relationship between linguistic forms and their users, focusing on meaning as conveyed through context and interaction. In children's literary discourse, pragmatic analysis reveals how authors linguistically represent children's communicative behavior and social adaptation.

Main part

The theoretical foundation of pragmatics was first established by philosophers of language such as Grice who formulated the Cooperative Principle and the concept of conversational implicature. According to Grice, successful communication depends on the observance of conversational maxims — quantity, quality, relevance, and manner. Violations of these maxims often produce implied meanings, which are common in children's speech both in reality and in fiction. Children's limited awareness of conversational norms can result in humorous or innocent violations that enrich literary communication.

Another influential contribution was made by Brown and Levinson [5], who developed the Politeness Theory. They proposed that speakers use various strategies — positive, negative, and off-record politeness — to maintain the hearer's "face," or social self-image. In literary works featuring children, politeness strategies help illustrate the character's age, emotional state, and relationship with adults or peers. For example, indirectness or hesitation markers in speech may indicate a child's attempt to be respectful or avoid conflict.

Pragmatic markers have also been widely studied as key indicators of discourse organization. Schiffrin defines pragmatic markers as linguistic elements that manage conversation, signal attitudes, and express interpersonal meanings. They are particularly significant in fictional dialogues, where they create naturalness and reflect the spontaneous nature of speech. Children's dialogues frequently contain markers such as *well*, *yeah*, *oh*, *you know*, and *so*, which indicate hesitation, emphasis, or emotional involvement. In Uzbek linguistic scholarship, the pragmatic study of literary discourse has been explored by Ashurova [2] and Xamzayev [6]. Ashurova emphasizes the role of pragmatic analysis in identifying the communicative and aesthetic intentions of authors. Xamzayev focuses on the pragmatic competence of



speakers, including children, and highlights the relationship between emotion, cognition, and linguistic choice in communication. Their studies provide a solid methodological base for analyzing children’s speech in English literature, where the interaction of pragmatic markers and politeness strategies reveals cognitive and emotive development. In summary, previous research demonstrates that the integration of pragmatic theory and literary analysis offers a deeper understanding of how communication is represented in fiction. However, few studies specifically examine how children’s politeness and pragmatic behavior are constructed in English literary discourse. This research aims to fill that gap by analyzing pragmatic markers and politeness strategies as essential tools for character development and discourse authenticity in children’s literature.

The present study adopts a qualitative descriptive approach based on principles of pragmatic and discourse analysis. Since the aim of the research is to explore how pragmatic markers and politeness strategies are represented in children’s literary speech, qualitative methods are most suitable for interpreting contextual meaning and communicative function [7]. The study focuses on analyzing excerpts from English literary texts where child characters interact with adults or peers, revealing their pragmatic and social behavior.

The primary data for this research are drawn from three canonical works of English children’s literature:

1. Alice’s Adventures in Wonderland by Lewis Carroll [8] – chosen for its rich and imaginative dialogue reflecting various speech acts and politeness forms.
2. Matilda by Roald Dahl [9] – representing modern child speech with elements of humor and social awareness.
3. Harry Potter and the Philosopher’s Stone by J.K. Rowling [10] – illustrating contemporary conversational features, including pragmatic markers and emotional expressions.

These texts were selected for their linguistic diversity, popularity, and psychological depth of child characterization. Each provides examples of different pragmatic behaviors, ranging from indirect requests to expressions of politeness, disagreement, and curiosity.

In Carroll’s narrative, pragmatic features not only depict the child’s language but also reveal the author’s artistic intention—to capture the innocence, curiosity, and reasoning of a child exploring a confusing adult world. The dialogues thus serve both aesthetic and cognitive functions: they engage the reader while reflecting the developmental aspects of children’s communication.

Overall, the analysis confirms that pragmatic markers and politeness strategies in children’s literary discourse perform multiple functions—structural, emotional, and social. They contribute to the realism of dialogue, the construction of character identity, and the representation of pragmatic competence in fictional settings. This supports the findings of previous scholars (Brown & Levinson, 1987; Schiffrin, 1987; Xamzayev, 2020; Ashurova, 2019) that pragmatics provides a powerful framework for interpreting character speech and communicative behavior.

Conclusion

The present study has explored the pragmatic markers and politeness strategies used in children’s literary dialogue, focusing on how these linguistic elements contribute to the authenticity, emotional expressiveness, and social meaning of child characters’ speech. Through the analysis of dialogues from Alice’s Adventures in Wonderland by Lewis Carroll, it has been shown that pragmatic markers such as well, oh, you know, and so play an essential role in managing discourse flow, expressing attitudes, and conveying emotions. These markers, as noted by Schiffrin, help to create coherence and reflect the spontaneity typical of children’s speech.

Politeness strategies, analyzed through Brown and Levinson’s theoretical framework, demonstrate children’s awareness of social norms and their efforts to maintain positive relationships. Alice’s frequent use of indirectness, modal verbs, and polite expressions like please and would you illustrates both positive and negative politeness forms. This linguistic behavior mirrors children’s cognitive and emotional development, supporting Leech’s view that politeness serves to maintain harmony in interaction.

The combination of pragmatic markers and politeness strategies provides a comprehensive view of how authors construct the linguistic image of childhood. These elements reflect the characters’ communicative competence and highlight the interplay between linguistic form, emotion, and social context. As Ashurova and Xamzayev observe, pragmatic analysis enriches the understanding of literary texts by revealing their communicative and aesthetic dimensions.

Overall, the findings confirm that pragmatic markers and politeness strategies are not merely stylistic devices but also serve important psychological and communicative functions in children’s literary discourse. They allow authors to depict natural, expressive, and contextually appropriate dialogues that



resonate with readers and mirror real-life patterns of child communication. Future research could expand this analysis to other genres of children’s literature or compare cross-cultural pragmatic tendencies in English and Uzbek texts.

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A GRICEAN ANALYSIS OF FIXED EXPRESSIONS (BASED ON THE PAREMIOLOGY OF THE CONCEPT ‘SUFFERING’)

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Abstarct: This study analyzes English proverbs and fixed expressions relating to 'suffering' using H.P. Grice's theory of conversational implicature. When we look past just the direct meaning of proverbs (a purely semantic analysis), we propose that these formulaic expressions purposefully go against (systematically flout) the Gricean maxims of conversation (Quality, Quantity, Relation, and Manner) to create strong cultural implicatures. By examining examples like "No pain, no gain," "Misery loves company," and "hell on earth," this paper shows that the pragmatic force and cultural endurance of these sayings come from (are fundamentally rooted in) their violation of conversational logic. This violation makes listeners find deeper, implicit meanings about resilience, inevitability, and shared human experience. This Gricean analysis gives us an explanation for how complex cultural framings of suffering are linguistically made and communicated.

Keywords: conversational implicature, Grice, proverbs, paremiology, suffering, pragmatics, fixed expressions.

GRAYS NAZARIYASI ASOSIDA TURG’UN IFODALARNING TAHLILI (‘QIYINCHILIK’ KONSEPTINING PAREMILOGIYASI MISOLIDA)

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Annotatsiya: Ushbu maqola H.P. Graysning suhbat implikaturasi nazariyasidan foydalangan holda, ‘qiyinchilik’ bilan bog‘liq bo‘lgan ingliz maqollari va turg’un iboralarini tahlil qiladi. Maqollarning to‘g‘ridan-to‘g‘ri ma’nosidan (sof semantik tahlildan) uzoqlashganimizda, biz ushbu formulali ifodalar kuchli madaniy implikaturalarni yaratish uchun Graysning suhbat maksimalarini (Sifat, Miqdor, Bog‘liqlik va Uslub) ataylab buzishini (sistemali ravishda buzishini) ko‘ramiz. *"No pain, no gain"*, *"Misery loves company"* va *"hell on earth"* kabi misollar orqali, ushbu maqola maqollarning pragmatik kuchi va madaniy doimiyliigi ularning suhbat mantig‘ini buzilishidan kelib chiqishini ko‘rsatadi. Bu og‘ish tinglovchilarni bardoshlik, muqarrarlik va umumiy insoniy tajriba haqida chuqurroq, shartli ma’nolarni topishga majbur