



ASSONANCE IN THE CHILDREN'S LITERATURE

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ABSTRACT

There is observed the assonance phenomenon which is used for reinforcing the meaning of the poetic work; in revealing the inner experiences and feelings of the lyrical protagonist; in the provision of emotional expressiveness.

KEYWORDS. *language, fiction, poem, poetic text, language of fiction, sound, assonance, stylistic coloring, reinforcing the meaning, emotional expressiveness, tone of sounds, stretching of sounds, folding of sounds, amplification of sounds, reduction of sounds.*

INTRODUCTION

In children, true human qualities such as spiritual and moral purification, faith, honesty, piety, honor and kindness do not form by itself. The basis of everything is education and, in this laborious, work the role of children's literature is especially important. The brilliance of characters in the works of fiction, the accuracy of words meanings, the melody and the musicality of the text give peace and tranquility to the child's soul, enchant him. [3;3]

The process of learning language and proper use of its capabilities is very complicated and difficult for preschool and school-age children. Russian linguist E.N.Panov wrote about it follows: *"A child begins to learn a language from things around him, their quality then by imitation their actions. Much time is required from a child to realize notions about them and to form words from sounds about appeared imaginations"*. [6;7]

So, the influence of fiction, especially, poetic works on a child is great in the knowledge of the world, forming an active position to the environment and phenomena around him, finding his place firstly in the family then in the society.

H.Tohtaboyev, famous children's writer wrote: *"A man should "speak" with nature from childhood. The earlier this process begins the faster nature, its flora and fauna can open a child's heart and show own secrets"*. [7;3]

MAIN PART

The same opinion we can say about a society. A child will grow and develop if he can find answers to the interested questions.

There given the following lines in the poem of talented poetess Kavsar Turdiyeva "A childhood – when I am a king": – *Дунёда қанча болалар? Дунёда қанча, қанча, қанча болалар? – Дунёда анча, анча, анча болалар, Уларда дук-дук-дук урар юраклар, Уларда кўп-кўп, кўп-кўп орзу, тилаклар. Ранглари турли, турли, турли болалар, Йўллари нурли, нурли, нурли болалар. Орзуси мўлдир, мўлдир, мўлдир, Бирлашса зўрдир, зўрдир, зўрдир.*

(- How many children are there in the world? How many, many, many children are there in the world? – There are many, many, many children in the world, Tuk-tuk-tuk their hearts beat, They have a lot of, a lot of, a lot of wishes. Different, different, different coloured children, With bright, bright, bright roads children. Dreams are many-many, many-many, If they unite it is perfect, perfect, perfect) [4;400]

In these lines the ideas about children are given in simple, folk style, by the method question-answer and repeating certain words. In the science this method is called linguistic poetics. Linguistic poetics method influences on a child more than simple speech and helps to find answers to the discursive interested questions; provides full live inter communication. That is why recently language of fiction has been studied more not only from the literary point of view but also its phonetic, graphic,



morphological, lexical, syntactic levels, in the linguistic poetic aspect.

In fiction the use of tone of sounds, including, reinforcing meaning in the poetry, revealing the psychology of the lyrical protagonist, emotional influencing on a reader and providing emotional expressiveness is very important. In actual fact, in the Turkish poetry the phonetic means as: stretching of sounds, folding of sounds, amplification of sounds, and reduction of sounds are one of the oldest methods of reinforcing meaning in the poetry and have become the essential part of the texts. On the one hands, the complex of sounds, constituents the poetic text, is similar to usual speech units complex, but if we look deeper, each sound in the text, its role in the text, the pronunciation of sounds and changing the meaning are very significant in creating the poetic text.

For example, there are such lines in the poem of a famous children's poet Anvar Obidjon "I am still a child":

*Дадажоним, дадажон,
Отим нега "Отажон?"
Ахир, кимга отаман,
Шуни ўйла-а-аб ётаман.*

(Daddy, my daddy,
Why is my name "Oтажон"
After all, who I shall throw
I li-i-e and think about it). [2;61]

In the poem 19 sounds were used 63 times. "A" sound 15 times, "n" and "o" sounds 7 times, "m", "e" sounds 5 times, "d", "m" sounds 4 times, "j" sound 3 times, "g", "y" sounds 2 times and other 9 sounds 1 time are used. It is obvious that Anvar Obidjon, for increasing friskiness, sensitivity, emotional expressiveness in the poem, paid the main attention to "a" sound. If we observe from the amount point of view, 24 % of sounds in the fragment are "a" sound. It is clear that the author used some phonetic means in this poem. Firstly, he used effectively the lightness, openness and friskiness of the "a" sound. Secondly, he didn't lose sight of similar pronunciation "a" and "o" sounds in the children's speech. Thirdly, in the word "o'yla-a-ab" he could reflect the psychological condition of a protagonist by the folding of "a" sound. In linguistics this method is called assonance linguistics.

ASSONANCE (from French assonance) – is taken from the word consonance and means consonance by the repeating of the same or similar vowels. [11;6]

The correct use of vowel sounds in the speech ensures the completeness of the communication process. Trying of an infant saying folding of vowels "a-a-a", "e-e-e", "o-o-o" and other sounds is not in vain.

Today, the poetry has risen to a new level of quality in terms of form and content. Picture poems, landscape poems, digital poems, question poems and their audio and video versions were created for children. In these poems there effectively used vowels' acoustic-physiologic features typical for children's speech. Particularly, in the poems of Anvar Obidjon, T. Adashboyev, K.Turdiyeva, Abdurahmon Akbar, Dilshod Rajab, Sh.Salimova, Qambar Otayev, X.Komilov the use of phonopoetic means has risen to the level of mastery. Uzbek children's poets could provide stylistic colouring and emotional expressiveness through stretching of sounds, folding of sounds, amplification of sounds, reduction of sounds in their poems.

There are two kinds of assonance in the Uzbek children's poetry.

To repeat and to fold the certain sound in the word in order to incred stylistic colouring, providing emotional expressiveness and clarifying the being promoted reality.

The following meanings appear through this kind of assonance:

a) strengthen the situation: *Шунда бирдан "Па-ақ!" этди. Ана энди Қўрқитди.* (there came 'pa-aq' sound. That's scary) [10;19]

b) being surprised: *Хўкиз айтар: – Уй эмас, Мў-ў-жиза, қаранг! "Э-ҳа, э-ҳа" – дер Эшак, Бўлиб ҳанг-у манг.* (The ox says, "It's not home, Miracle look!" "Yeah, yeah," said the astonished Donkey) [1;158]

"А"дан аввал турай деб, Биринчи бўл юрай деб, "О!-о" оғзини очди, "А" ҳайратини сочди. (To get up before "A", To be the first, "O! - O" opened his mouth, "A" was amazed) [4;165]

c) duration of movement, repetition: *Қуёним бор – "вов-вов" дер, Кучугим бор – беда ер. Тонгда қичқириб: "Қуқ-ку-у", Балиғим бермас уйку.* (I have a rabbit - he says "woof-woof", I have a dog eating clover. Screaming in the morning, "Cro-o-w", my fish keep me awake) [1;165]

d) a call, an urge: *Даҳлизда ҳам бўзлайди томчи: Чи-чиқ! Чиқ-а! Чиқ! Чиққин, – дейди.* (- There is a drop in the hallway too: Ca-a-p, ca-a-p! Co-o-me out! Co-o-me out!" it says) [8;41]

e) regretting: *Тараф бўлсам Ҳошимга, Мушт ёғилди бошимга. Қочиб қолди Ҳошим-а, Эссизгина бошим-а.* (When I was on the side of Hashim, Fists rained down on me. Hashim ran awa – a-y, My poor head) [10;27]

f) pleading, begging: *Кетмай тургин, Жо-о-он, Хотам. Қуригунча иштончам.* (Don't go, Dea-ar, Hotam. Till my pants will dry) [1;240]

g) to intimidate, to panic: *– Бу милтиқми? – Ҳа. – Қўштиғми? – Ҳа. –*



Сотилладими? – Ҳа. – Отиладими? – Ва-а-а! (- Is this a gun? - Yes. "Double-barreled?" - Yes. "Is it for sale?" - Yes. "Does it shoot?" - Va-a-a!) [1; 238]

h) ignorance: *Учраб қолди далада, Шохи ўткир бир Така. Бе-е, у тайёр ўлжа-ку, Таъмин тотганман, ука. (There was in the field, A Taka with a sharp horn. Va-a-a, Oh that is ready prey for me, I tasted you before, bro) [1;153]*

i) objection: *Қуваб қолди бир тўп ари... – Ари дегин? – Э, йўқ... ойим! Адашман гапдан доим. (A group of bees chased me ... - Really, bee? "Oh, no ... my Mom!" I always mix the words) [1;133]*

j) irony, hint: *Бўйи бир метр филнинг, Вазни тўқсон киломиш. Унга тез ёрдам қилинг, Ахир, у – ча-қа-лоқ-миш! Деганларга шошманг, денг. (An elephant is one meter tall, Weight is only ninety pounds. Help him quickly, After all, he is a ba-a-by! Don't be in a hurry, say) [9;34]*

k) to be in an uncomfortable position: *Э-э... Бе-э... Эчки таърифга тополмади сўз. (- E-e ... Be-e ... The goat could not find to explain) [1;158]*

l) to open the mouth: *Чўчима ҳадеб, Ўтмасин фурсат. Ўтирда “а-а” деб, Тилингни кўрсат. (Don't be afraid, don't waste time. Sit down and say "a-a" and show your tongue) [5;17]*

2. To adapt the vowels in words that come in different places in the text, to provide melody, mutual harmony.

Striking example of the assonance phenomena effective use may be the poems of talented children's poetess Kavsar Turdiyeva. In hers "Mother language", "Be in respect for a letter", "If a letter "A" makes a game", "A workshop of letters", "How letters have written a poem", "The game of letters", "If letters run away", "The Island of magic letters", "Advice in the ABC", "ABC with a riddle", "Alife ABC" series of poems the harmony of the vowel sounds, their melodic harmony with each other and the formation of a distinctive stylistic coloring are represented at a high literary level. Most importantly, with the effective use of linguistic features of vowel sounds the author was able to introduce the most important spiritual and educational goals of the educational process into their description.

For example:

*“А” ҳарфи кутиб меҳмон,
Бугун ёзди дастурхон.
Бу ойдир август ойи,
Айвондир кутган жойи.
Атроф атиргул, арча,
Аста йиғилди барча.*

*Агроном ва астронавт,
Артист ҳамда аргонавт” [4;167]*

(The letter “A” waiting for guests

Today it has set the table

This is August month

In the terrace “A” is waiting for them

There are roses, fur-trees around

Slowly all has come

Agronomist and astronaut,

An artist and an argonaut”)

26 words were used in one paragraph. The main attention is paid to repeating and inner melody of “a” sound. So “a” sound is used 23 times. Obviously, K.Turdiyeva knows well the linguistic features of vowel sounds and tries to teach them readers too.

“А” десанг ҳайрат ошар, “У” товуши мунглидир. “А” да оғзинг очилар, Бу товушлар (унлидир)”, – says the poetess. (When you say "A", you are more surprised, when you say "U", you are sad. Open your mouth in "A", These sounds are (vowels)) [10;141]

Except the stylistic coloring there represented physiologic-acoustic features of the sounds “a” and “u”.

“Азиз деди Асалга: – Азим ўхшар касалга” (“Aziz said to Asal: - Azim seems to be ill”) [4;167] in this format of lines the main attention is paid to the melody of “a” sound in the words. In general, in the poetess' works there are many examples such as *“Иста илм излашга, Интил мақсад кўзлашга”, “Офтоб – осмоннинг мулки, Одоб – одамнинг кўрки”* (“Wish to search knowledge, Try to achieve the goal”, "The sun is the property of the heaven, Etiquette is the beauty of a man") [10;221] which help to show the stylistic features of "i", "o" and other vowel sounds.

CONCLUSION

The following results can be achieved in the upbringing of children with the use of such phonopoetic means:

1. Developing a child's speech. Correcting deficiencies in his speech apparatus.

2. Explain a pupil the differences between vowel sounds, to help to understand the physiologic and articulation processes in the pronunciation of vowels.

3. Create a certain image of vowel sounds in a child's consciousness.

4. Teach pupils about vowel sounds.

5. Form and develop the correct pronunciation skills of vowel sounds in a child.

As we know, vowel sounds provide pleasant, gentle and melody of the text.



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