

INTERROGATIVE FORMS AS AN AGENT OF POLITENESS STRATEGY

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ABSTRACT:

The article deals with the features of politeness strategy expressed in interrogative form, and their illocutionary content based on the material of the Spanish language. The author offers a classification of politeness strategy formed implicitly by interrogative sentences, and as a result of the analysis of the material divides them into six groups: questions expressing approval, censure, advice, request, invitation and order.

KEYWORDS: politeness strategy, indirect speech act; illocution; propositional content, context, interrogative sentence.

INTRODUCTION:

The main purpose of the question is primarily to expand the speaker's horizons, and the realization of this goal is manifested by encouraging the listener to transmit information. In the course of politeness strategy, we could observe that interrogative utterances are not limited only by asking for or receiving information, but based on the communicative situation, they can influence the listener's feelings and prompt him to action.

A communicative success by using indirect speech act in interrogative form is common to all nationalities. However, the classification groups of indirect speech acts and the language forms that express them differ in all languages [7. P. 247]. In Spanish, the prompting to act, namely, to instruct the listener to do something, is expressed through the form of the imperative mood in a certain form depending on the situation (¡Habla! ¡Levántate!), by infinitive (¡No entrar mojado! ¡Hacer los ejercicios solo!), as well as

performatives (¡Ordeno que hagas todas las tareas!). In the course of implementing motivational tools, Spanish speakers often refer to indirect language units rather than direct ones. They usually use the following interrogative statements:

Le (te) puedo pedir que + subj; ¿Puedo + infinitivo?; ¿Me podría(s) + infinitivo?; ¿Me deja(s) ...?; ¿Me hace/haría (haces/harías) un (gran) favor?; ¿Puede/podría, pudiera (puedes, podrías, pudieras) hacerme un favor?; ¿Me quiere (s) hacer un favor?.

In these cases, the question fulfills the task of prompting action and departs from its original purpose, namely, the function of receiving information. Thus, the indirect speech act has a complex multi-stage nature: in order for the addressee to come to the correct conclusion about what the speaker meant, the indirect speech act accordingly becomes more complex on one level in relation to the direct speech act. J. Serle described ten consecutive steps of correct interpretation of interrogative indirect speech acts in his research work "Indirect speech acts" [9. P. 46]. Of course, in everyday communication, this process is not complicated, but occurs naturally.

Even Aristotle called the question "an important means of knowledge and logical understanding" [1. P. 529]. Interrogative language units, in particular rhetorical questions, are considered an important means of expressing feelings. According to N. M. Firsova [11. P. 153], it is difficult to imagine Spanish speech etiquette without interrogative speech constructions, and we also adhere to this opinion. For this reason, it should be paid attention to this issue, so we decide to describe interrogative speech units of the communicative

text, based on the illocutionary intent of the utterance. Currently, there are number of works on interrogative sentences: a descriptive analysis of Spanish interrogative sentences (Fernández Ramírez, 1959), the study of phonetic properties and pronunciation of interrogative statements in Spanish (Navarro, 1966), a comparative typological study of interrogative statements in Spanish and French (Dabrowska, 1973), but we have not found a classification of interrogative speech acts in Spanish according to the illocutionary intent expressed in the communicative text.

Consequently, J. Serle also refers interrogative statements as directive speech acts. Due to him, "interrogative utterances belong to the class of directives, since they encourage the speaker to activity, namely, to utter the act of responding" [8. P. 153]. As other philosophers have commented, "based on a number of assumptions, it should be argued that the logical form of questions should be as follows: "I ask you to say...", but not "I ask you to do ..." [3. P. 277].

According to this theory, the basis of communication does not consist in individual words or language units, but in the implementation of speech actions that perform a number of communicative tasks in order to achieve a certain result. Supporters of J. Austin discovered new facets of speech acts. Thus, P. Grice's views on the division of uttered and implied logical meaning in an utterance are very important [4. P. 221].

Last survey revealed that interrogative sentences leave 30%, and in some types of directives even 80% [2. P. 168.]. With regard to these facts, it is proposed to consider them as speech conventions that prompt to action, if they are not taken into account according to system semantics on a wide scale [12. P. 57].

Taking everything in consideration and by analyzing the Spanish discourse, it can be concluded that interrogative statements that

perform the politeness strategy should be divided into seven groups: question-statement, question-order, question-reproach, question-advice, question-request and question-invitation

1. Question-the assertion (8.5 per cent). The questions, which are related to express a statement, where the form and semantic content do not correspond to each other: the question is expressed in terms of form, but the information is expressed in terms of semantic content. In the course of reviewing the statement questions, we found that most of them are special questions with pronouns (65%):

Cuántas veces había visto aquel manto y cuántas se había preguntado por el significado de ese misterioso y recurrente personaje?[13. P. 32]

In addition, examples with negative meanings are quite common among special questions. In most cases, we meet as the subject pronoun of the first person singular. The predicate is mostly put in the simple present tense:

Y ahora qué hacía? ¿Quién podía ayudarla? [13. P. 47]

No sería mejor que te levantarás? No sabemos a que hora llegará... [16. P. 233]

When considering this type of question, you can observe that some of them are expressed "too indirectly". For example:

Qué puede ser mejor que tener mucho dinero?[13. P. 65]

It would be wrong to interpret the true meaning of this statement "Nada es mejor que tener mucho dinero" as an illocutionary act, since it can take a tinge of irony based on the communicative situation. Knowing the situation in which it was uttered (all the money was stolen from Jose and the criminal at gunpoint says these words) it is appropriate to interpret the true meaning of this statement as follows: "there is nothing good in being very rich, in an

instant you can lose both money and life.” As you can see, in this example, the question and irony are combined, and as we stated above, a “too indirect” speech act is formed.

2. Question-reproach (15%). Reproach is a statement that implies the meaning of expressing discontent, complaint or accusation. In the course of consideration of interrogative speech units in the sense of reproach, some regularities can be identified related to their expression: most of the questions are expressed in the form of general and special questions. Disjunctive interrogative sentences are very rare. Alternative questions with the meaning of reproach were not found in the texts during the research, but this does not indicate that they do not exist at all.

Fanny. (Sentándose en la cama.) Pero... ¿No podés ser un poco más considerado con tu madre?... ¡A esta hora estoy como una zombi! [10. P. 44]

This statement is a reproach to the mother, who is dissatisfied with the fact that her son, without giving her a rest, woke her up early in the morning. Through this interrogative utterance, the mother complains that her son does not feel sorry for her. Separately, it should be stated that in the question statements-censure, there is also the participation of negative means:

Pero tía no se pone usted el sombrero? [5. P. 26]
Pero por qué no da usted parte á la policía? [10. P. 38]

In addition, for the purpose of vivid expression of emotions, there were cases of sequential formation of several interrogative statements. In this situation, we believe that we should not consider each question sentence separately, but rather that all questions should be considered as a whole structure.

Tío Rufo... quiere usted estarse quieto? – Quieres tú dejarme el pie? [6. P. 12]

In this example, a girl who is dissatisfied with the fact that her aunt constantly complains, makes a remark to her.

Thus, the formation of censure mainly through indirect questions indicates that native Spanish speakers in most cases do not Express censure through a direct speech act. Even in some situations, the subject of communication is censured in the form of an implicit hint.

3. Question-advice (22.5 percent). This group includes statements related to the benefit of the listener. If this kind of speech act is expressed through a question, they appear as a general or special question, where the subject is a second- or third-person singular pronoun, and in some cases a noun.

Para qué quieres cambiar? – le dijeron [13. P. 68].

In this example the heroes of the fairy tale advise the Princess who wants to change her life to put this idea out of her head. The primary meaning of an utterance can only be understood on the basis of context, not as a question, but as an advice.

In Spanish advice is mainly expressed using the construction ¿por qué by + verbo? and serves to ensure that the council does not take the tone of the question:

Otra cosa que quería decirte: ¿por qué no haces amistad con ésa, la de la pensión, ahora al salir?[10. P. 64]

Cantas muy bien, hija mía, muy bien. ¿Por qué no piensas en ir a un teatro?[13. P. 71]

Hombre, ¿por qué no te vas hacia el correo á ver si encuentras al cartero en elcamino?[10. P. 56]

In the course of the analysis, we have seen that most of the speech acts under consideration with the meaning of advice in their composition have a negative construction, and this is done in order to avoid listener “face threatening” based on politeness strategy:

No te reñirá tu amo si te entretiens? Creo que debes retirarte.[6, P. 33]

4. Question- request (24.25%).

The primary illocution of this interrogative utterance is considered to be an incentive for the listener to fulfill the addressee's wish. One of the characteristics that distinguish speech acts in the form of a question that express a request from other utterances is that they use easy-to-understand language structures. The purpose of this is to achieve the perlocutive result expected from the speech action, after understanding the illocutive goal without any difficulty. The subject is in most cases expressed by a pronoun. As an additional component, requests are used.

Podrá usted decirme, amigo mío, usted que há tanto tiempo conoce al Sr. D. Simplicio, de que le ha provenido ese ataque de locura? [6. P. 34]

In Spanish, speech units that Express a request have the form of the popular construction in communicative texts poder+pronombre+infinitivo?, and they contain a question related to the listener's ability to perform this action:

Puedes pasarme la sal?

Podrías estar un poco más callado?

Tú podrías estar un poco mas callado? [13. P. 41]

In addition, there are also constructions in the form of ¿estar capaz de + infinitivo?:

Eres capaz de alcanzar el libro que está encima del estante? [13. P. 45]

In this statement, the primary intention is not to inform the listener about the possibility, but to ask them to pull the book out of the closet. The negative form of indirect speech acts expressing a request is widespread, and this gives the listener the opportunity to accept or not accept the request.

No podrías procurarme los que me faltan? [10. P. 44]

No podría usted hacerme el favor de un cigarrito de papel? [10. P. 198]

No hay propina para el camarero? - dijo Raúl sonriendo [13. P. 43].

5. Question-invitation (10,75 %). Interrogative utterances in Spanish are also considered means of expression for speech acts of invitations. As an invitation we understand a request to come, an offer to do a certain job or an instruction together. The most popular form of invitation is in the form of a General question, the subject is mainly expressed by the pronouns tu, usted, nosotros, vosotros, ustedes. The invitation is mainly expressed by a verb in the present tense and incentive units:

Ana, No desea conocer a mi familia? [10. P. 12]

An unexpected invitation from Antonio to introduce Anna to his family made Anna confused. The girl agrees, because she believes that to refuse the invitation would be a sign of disrespect. Therefore, in many situations, the use of statements such as "Qué haces esta noche" (el fin de semana, despues del trabajo...) before a direct invitation makes it possible to invent a certain excuse in order not to offend the addressee if the listener refuses the invitation.

In the following excerpt, the woman invites the investigator to enter the house and discuss questions about the crime.

Si en algo lo puedo servir, estoy a su disposición. ¿Por qué no pasa a la casa y se toma una tacita de café?

-De todas formas, si sabes algo de él, me hace falta que me lo comuniques.

-Descuide, teniente, vayase tranquilo [13. P. 54].

6. Question-order (7%). The communicative purpose of interrogative statements is a request, advice, or censure, and in some cases they have the illocution of an order. This situation can mainly be observed when the social status, position, age, and status of the interlocutors are not the same in the communication sphere, namely, in vertical communication. As an example, here is a speech act where the director addresses a young journalist:

Director (empujando al Joven Aspirante hacia la calle.) ¿Usted qué hace aquí? [13. P. 352]

In this example, the Director is not interested in what exactly the journalist is doing here, and he orders him to “get out” of here:

Lo que quiero saber, hijo – alzó la voz -, es ¿qué hace esta señorita en mi casa? – el viejo quedó mirando al suelo [10. P. 17].

In the above-mentioned statement father Antonio wants to banish the girl archaeologist from his home. It is this utterance that is uttered in a friendly atmosphere, its illocutionary meaning does not express interest in what the addressee will do at their home. Thus, we are witnessing that it is inappropriate to infer an illocutionary goal outside of the text.

In the following example, a young man who uses force on a man who accosts a girl gently expresses an order to let the girl go:

Un muchacho... cogió al baboso aquel por el brazo, muy suavemente, y le dijo: ¿Por qué no deja en paz a la señorita? [6. P.118]

Despite the fact that the young man is much younger than the man he is addressing, nevertheless, he commands him. At the same time, he tries not to go beyond the bounds of etiquette.

El sargento se le acercó:

Eres sordo? ¿No has oído al señor juez? [6. P. 108]

This statement of the sergeant in relation to the accused expresses an implicit order and sounds very rude. This means that indirect questioning statements can give both a touch of politeness and a touch of rudeness that offends the person.

Taking all the fact in consideration and analyzing data from six groups, we were convinced that indirect speech acts made in interrogative form are realized to obey politeness strategies and avoid listeners face threatening. In the studied Spanish literary texts, in most cases, the subject is expressed by the first-person pronoun, and the predicate is mainly a present tense form.

Semantic properties of performative verbs in the role of predicate are also different. Among all verbs that we have encountered, verbs related to speech and thinking should be singled out separately, since in indirect speech acts their explicit form differs from the implicit meaning of the utterance.

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