

THE IMPORTANCE OF WORD STRESS IN PRAGMATICS TO DIFFERENTIATE MEANING

Qosimova Nafisa Farhodovna

Buxoro Davlat Universiteti dotsenti (PhD)

Safarova Zamira Zohidovna

Buxoro Davlat Universiteti 2-kurs magistranti

Annotation. This article characterizes the role of word stress, types of meanings inferred by the hearer in connection with pragmatic situations, their importance in our everyday life and how word stress greatly affects the meaning of utterance. In this work various examples are given to prove the main role of stress. As pragmatics is strongly tied with context, several real life occasions are supported to differentiate how the wrong usage of word stress greatly affects the meaning of the sentence. Leaning on views of high-experienced researchers, valid examples are supported in this article.

Key words: discourse, inference, social perception, presupposition, implied meaning, word stress.

PRAGMATIKADA MA'NO FARQLASH UCHUN SO'Z URG'USINING MUHIMLIGI

Annotatsiya. Ushbu maqolada so'z urg'usining o'rni, tinglovchi tomonidan pragmatik vaziyatlar bilan bog'liq holda tushuniladigan ma'no turlari, ularning kundalik hayotimizdagi ahamiyati va so'z birikmalarining nutq ma'nosiga qanday ta'sir qilishi tavsiflanadi. Bu maqolada so'z urg'usining asosiy rolini isbotlash uchun turli misollar keltirilgan. Pragmatika kontekst bilan chambarchas bog'langanligi sababli, so'z urg'usining noto'g'ri qo'llanilishi jumlaning ma'nosiga qanday ta'sir qilishini farqlash uchun bir nechta real hayotiy misollar keltiriladi. Yuqori tajribali tadqiqotchilarning fikrlariga tayanib, ushbu maqolada bir nechta dalillar tavsiflanadi.

Kalit so'zlar: nutq, xulosa, ijtimoiy idrok, presuppozitsiya, ko'zda tutilgan ma'no, so'z urg'usi.

ЗНАЧЕНИЕ СЛОВООВОГО УДАРЕНИЯ В ПРАГМАТИКЕ ДЛЯ РАЗЛИЧЕНИЯ СМЫСЛА

Аннотация. В данной статье охарактеризована роль словесного ударения, виды смыслов, выводимых слушающим в связи с прагматическими ситуациями, их значение в нашей повседневной жизни и то, насколько сильно словосочетания влияют на смысл высказывания. В данной работе приводятся различные

примеры, доказывающие основную роль стресса. Поскольку прагматика тесно связана с контекстом, поддерживаются несколько случаев из реальной жизни, чтобы понять, как неправильное использование словесного ударения сильно влияет на смысл предложения. В этой статье, опираясь на мнения опытных исследователей, приводятся убедительные примеры.

***Ключевые слова:** дискурс, умозаключение, социальное восприятие, пресуппозиция, подразумеваемый смысл, словесное ударение.*

Introduction. Word stress plays a significant role in pragmatics, which is the study of how context influences the meaning of language. Here are three ways in which word stress affects pragmatics. Meaning, inference, and the role of maxims are important concepts in the field of pragmatics, which is the study of how language is used in context. Meaning refers to the literal meaning of a word or sentence, while inference refers to the process of drawing conclusions or making implications based on contextual cues. Inference involves using contextual information to interpret the meaning of words or phrases that are not explicitly stated. Maxims, on the other hand, are principles or rules that guide communicative behavior. These principles are widely accepted in different cultures and reflect shared expectations of how people should communicate.

Literature review. Stress plays an important role in pragmatics, which is the study of how context influences the meaning of language. Here ways in which word stress affects pragmatics: Implicature: Implicature is a type of inference that occurs when the speaker implies something in addition to what is explicitly stated. The listener must use context and background knowledge to understand the intended meaning. For example: Tim comes home at 5: 20 and knows that his father doesn't get off of work until 6. Tim also sees that the lights are off in their house. Tim can infer that his father is not yet home.

Enrichment: Enrichment is the process of adding to or elaborating on the meaning of a message by using inference. This can involve drawing connections between different aspects of the message or by inferring the speaker's intentions.

Entailment: Entailment is when one part of a message logically requires or implies another part. For example, if someone says, "I have a car," it entails that they have a means of transportation.

Presupposition: Presupposition is an assumption that is made by the speaker, which is not explicitly stated but is taken for granted by the listener. For example, if someone says, "I'm not eating dessert tonight," the presupposition is that they normally eat dessert. **Conclusion:** Conclusion is the act of drawing a logical conclusion based on information that is not explicitly stated. For example, if someone says, "It's a beautiful

day outside," the listener might infer that the speaker would like to go for a walk. The most well-known maxims in the field of pragmatics are the four Gricean maxims, named after philosopher H.P. Grice. These four maxims are: 1. Maxim of relevance: A speaker should only say things that are relevant to the conversation. 2. Maxim of quantity: A speaker should provide as much information as necessary, but not more than what is necessary. 3. Maxim of quality: A speaker should only say things that are true and can be supported by evidence. 4. Maxim of manner: A speaker should be clear, concise, and avoid ambiguity and obscurity.

The role of these maxims is to facilitate effective communication in various social contexts. By following these rules, speakers can avoid misunderstandings and ensure that their communicative intentions are correctly understood by their audience.

1. Emphasis and Intention: Word stress can be used to emphasize and convey intention in speech. By placing stress on certain words or syllables, speakers can highlight their importance or convey special meaning. For example, in the sentence "I didn't say he stole the money," stress on different words can change the intended meaning. Saying "I didn't say he stole the money" emphasizes that it was someone else who said it, while "I didn't say he stole the money" emphasizes the denial of making such a statement.

2. Nuance and Inference: Word stress can also help convey nuances and make inferences in conversation. By stressing certain words, speakers can imply meanings beyond the literal interpretation. For instance, consider the sentence "I thought you were going to buy that dress." By stressing "that," the speaker implies that the dress in question was expected to be bought, even if it is not explicitly stated.

3. Discourse Structure: Stress patterns can indicate the structure and organization of discourse. Stress can highlight topic shifts, contrasts, or signal important information within a sentence or conversation. For instance, in a conversation about vacation plans, the stressed word "Australia" in the sentence "I'm going to Australia, not New Zealand" helps to highlight the contrast and importance of the destination. Overall, word stress in pragmatics plays a crucial role in conveying intention, implying meaning, and structuring discourse, allowing for effective communication and understanding between speakers. The role of these maxims is to facilitate effective communication in various social contexts. By following these rules, speakers can avoid misunderstandings and ensure that their communicative intentions are correctly understood by their audience. At the same time, listeners can infer meaning and intention by using maxims as a framework for interpreting the speaker's intended meaning. Therefore, maxims can be seen as important tools for successful communication in different social and cultural settings.

Various researches have been done in connection with meaning and word stress.

Research methodology. Stress and Meaning

There is a strong relationship between the placement of stress and the meaning. However, Gill (n. d) mentions that there are words of two syllable in which the placement of stress does not only affect their syntactic category, but their meaning as well, for example, there is a huge difference in meaning between ('address vs. add'ress) and ('content vs. con'tent). The difference of meaning can appear when these words are put in the sentences. One of the important functions of stress is to distinguish between compounds and phrases (McMahon, 2002 :123) and (Ladefoged & Johnson, 2011 :112). Compounds generally have a primary stress on the first word while phrases have a primary stress on the second word. The difference in stress placement gives a clear indication of the meaning changes. Kushinka (2016) presents more than one example to emphasize this fact. For the first example, there is a semantic difference between 'greenhouse / 'gri:nhavs/, a compound (a building used to growing plants) vs. green'house / gri:n'havs/ a phrase (a house that its color is green). The second example includes 'Whitehouse / 'waithavs/, a compound noun which means (the house where the U.S president lives) which has a different meaning from white'house / wait'havs/, a phrase which means (the house that its color is green). The last one is 'blackbird / 'blækbɜ:rd/, a compound (a type of bird) which has a different meaning from black'bird / blæk'bɜ:rd/ a phrase (a bird that its color is black).

sentence stress, some words seem to be more prominent than others depending on the information the speaker wants to convey. One the difficult things to control when learning English language is stress. Stressing different word in the same sentence each time can completely change the meaning of it. Commenting on the fact above, Reed & and Levis (2015:178) argue that sentence stress is "manipulated by the speaker, and is strongly related to the structuring of information in discourse". The information that is indented to be conveyed by the speaker must match with what the listener has in his mind. This view is supported by Reed & Levis (2015:178) who state that "the placement of sentence stress reflects what a speaker assumes is in the consciousness of the hearer at the same time. Sure! Here are a few examples of case studies where word stress helps to differentiate meaning: Here are other examples where word stress helps to differentiate meaning. 1. Object vs. Object: In English, some nouns can function as both a verb and a noun, depending on the word stress. For example, the word "object" can either be pronounced with the stress on the first syllable (/ 'ɒb.dʒɪkt/) as a noun meaning a thing or a person that is the recipient of an action, or with the stress on the second syllable (/əb'dʒekt/) as a verb meaning to express or feel disapproval or dislike. 2. Present vs. Present: Similarly, the word "present" can have

different meanings based on word stress. When pronounced with the stress on the first syllable (/ˈpre.zənt/), it is a noun meaning a gift or something that is offered or given to someone. When pronounced with the stress on the second syllable (/priˈzənt/), it can be a verb meaning to show, display, or offer something, or as an adjective to describe something existing or occurring at the current time. 3. Import vs. Import: The word "import" can also have different meanings based on word stress. When stressed on the first syllable (/ˈɪm.pɔːrt/), it functions as a noun meaning goods or services brought into a country from abroad. When stressed on the second syllable (/ɪmˈpɔːrt/), it is a verb meaning to bring goods or services into a country from abroad.

4. Record vs. Record: The word "record" can be pronounced with different stress patterns to convey different meanings. When stressed on the first syllable (/ˈrɛ.kɔːrd/), it often functions as a noun meaning an account of something that has occurred or been proven. When stressed on the second syllable (/rɪˈkɔːrd/), it can function as a verb meaning to preserve or document information, sound, or images. 5. Content vs. Content: Lastly, the word "content" can have different meanings based on word stress. When pronounced with the stress on the first syllable (/ˈkɒn.tənt/), it functions as a noun meaning the subjects or topics covered in a book, speech, or discussion. When stressed on the second syllable (/kənˈtənt/), it is an adjective meaning satisfied or pleased with something.

Present tense vs. past tense verbs:

- ObJECT (verb, stress on the second syllable) means "to oppose or disagree with something", while OBject (noun, stress on the first syllable) refers to "a thing or person that can be seen or touched".

Noun vs. adjective:

- Con'vict (noun, stress on the second syllable) refers to a person who has been found guilty of a crime, while con'vict (adjective, stress on the first syllable) pertains to someone who has been proved or declared guilty.

Verb vs. noun:

- Re'bel (verb, stress on the second syllable) means "to resist or defy authority", while 'rebel (noun, stress on the first syllable) denotes "a person who resists or opposes authority".

Differentiation of compound nouns:

- 'Blackbird (stress on the first syllable) refers to a specific type of bird, while black'bird (stress on the second syllable) is a compound word that represents any bird with predominantly black feathers.

These examples highlight how word stress plays a crucial role in distinguishing between different parts of speech or variations in meaning.

Analysis and results

Supporting the researchers' views above examples can be seen as following:

I didn't say he stole my umbrella.

I didn't say he stole my umbrella.

I didn't say he stole my umbrella.

I didn't say he stole my umbrella.

I didn't say he stole my umbrella.

I didn't say he stole my umbrella.

By placing word stress in various words completely changes the meaning of the sentence. In the first sentence, not speaker but another person said the information. In the second one, speaker didn't say but hear or see the action. In the third sentence, speaker wants to say not he, but she or they have stolen the item. In the fourth sentence speaker wants to he didn't stole but took or hid the umbrella. The next sentence shows that speaker wants to say not his own umbrella but another one was stolen. The last one shows that not umbrella but another item was stolen. It is noticed that by placing word stress on a different word can greatly change the meaning, inference and conclusion as well.

Another example can be seen with compound words. Compounds generally have a primary stress on the first word, while phrases have a primary stress on the second word.

Case study

This case happened among students. A new student wants to make a friend and starts conversation with a boy. He asks "Where do you live, is it far or near to our institution?". He answers "I live in a 'greenhouse near here". He is astonished. -"Don't you have house to live?" -" Why, I have it is near as I said" he answers. He put stress on the first part of the word, which meant where plants are grown, in fact it should be on the second part as green'house which shows the colour of the house. As it is seen misusing word stress can hugely change the meaning and inference of the sentence. Pragmatic analysis of the case study: In this case study there is a maxim of relevance. As the person supported his sentence according to his friend's inquiry. There is a maxim of quantity as the speaker provided necessary information. There is no maxim of quality as the speaker doesn't support any evidence to his answer. There is no maxim of manner, because speaker is not clear and concise. As there is no maxim of quality and maxim of manner the conversation didn't reach its target. As it stated above maxims are rulers of the conversation. The absence of them, even one of them can hugely affects the communication.

Conclusion and suggestions

There is close bond with stress and inferring meaning during conversation. As it is seen in the examples a mere mistake on stress can completely change the context of the topic. Word stress which is one of the important properties of pronunciation has become a big problem to the learners of English. The use of TV set, CD's, DVD's cassettes and players is required to improve the learners' word stress accuracy. Good model from their teachers who are able to produce accurate stress on the right syllables of English words are needed as well.

REFERENCES:

1. Kreidler C. Pronunciation of English. A course book. Second edition. – Oxford.: Blackwell publishing, 2004.
2. Balogné B. K, Slizárd S. The pronunciation of English. Korbai Hajnaltól. 2006.
3. Moinzadeh A. Teaching Word Stress Patterns Of English Using A Musically-simulated Technique // Journal of Language Studies. 2012. Volume 12.
4. English Word Stress: A Theory of Word-Stress Patterns in English. Oxford: Pergamon Press Ltd. Davies, B. (2000)
5. Grice, H. P. Studies in the Way of Words. Cambridge: Harvard University Press 2002.
6. Levinson, S. C. Pragmatics. Cambridge: Cambridge University Press 2008.
7. Claire-A. Forel & Genoveva P, Updated by Cornelia H and Carmen S. PHONETICS AND PHONOLOGY University of Oldenburg.:2005
8. Robert S, Minkova D. English Words. History and Structure. –Cambridge.: Cambridge University Press, 2001.