

THE DICHOTOMY OF EMOTION: UNRAVELING THE DEPTHS OF JOY AND SADNESS.

<https://doi.org/10.5281/zenodo.8380950>

Abdusattorova Begoyim

ASIFL Teacher of the Department of Practice of the English Language

Phone number: +998934292775

Email address: begoyimabdusattorova@mail.ru

Tilavoldiyev Akmaljon

4th course student of ASIFL

Phone number: +998 99-002-92-87

Abstract

This study delves into the nuanced expressions of joy and sadness in children aged 6-8 years, exploring the intricate interplay between linguistic acquisition and emotional manifestation. Employing a qualitative descriptive approach, observable verbal and nonverbal cues were analyzed to glean insights into the children's emotional development. Findings reveal a remarkable command over syntactic structures, enabling them to articulate feelings of joy and sadness effectively. Understanding these expressions provides crucial insights for parents, educators, and caregivers, facilitating tailored support during this pivotal phase of growth.

Keywords

Childhood development, emotion expression, psycholinguistics, linguistic acquisition, verbal language, nonverbal communication, syntactic structures, emotional development, joy, sadness, language acquisition, child psychology, emotional intelligence, cognitive development linguistic proficiency.

ДИХОТОМИЯ ЭМОЦИЙ: РАСКРЫВАЯ ГЛУБИНЫ РАДОСТИ И ПЕЧАЛИ.

Абдусатторова Бегойим

АГИИЯ Преподаватель кафедры практики английского языка

Номер телефона: +998934292775

Адрес электронной почты: begoyimabdusattorova@mail.ru

Тилаволдиев Акмалжон

студент 4 курса АГИИЯ

Номер телефона: +998 99-002-92-87

Аннотация

Это исследование углубляется в нюансы выражения радости и печали у детей в возрасте 6-8 лет, исследуя сложное взаимодействие между языковыми навыками и эмоциональными проявлениями. Используя качественный описательный подход, были проанализированы наблюдаемые вербальные и невербальные сигналы, чтобы получить представление об эмоциональном развитии детей. Результаты показывают замечательное владение синтаксическими структурами, что позволяет им эффективно выражать чувства радости и печали. Понимание этих выражений дает родителям, педагогам и лицам, осуществляющим уход, ценную информацию, способствуя индивидуальной поддержке на этом ключевом этапе роста.

Ключевые слова

развитие ребенка, выражение эмоций, психолингвистика, языковое овладение, вербальный язык, невербальное общение, синтаксические структуры, эмоциональное развитие, радость, печаль, овладение языком, детская психология, эмоциональный интеллект, когнитивное развитие, языковая компетентность.

INTRODUCTION

Every individual undergoes a process of growth and development, encompassing physical, cognitive, and linguistic facets. Language acquisition, from infancy to adulthood, transpires in distinct stages. For instance, consider an infant's early attempts at communication, expressed through nonverbal behaviors like gestures, cries, and smiles. Throughout one's daily activities, emotions invariably accompany actions, shaping one's mood and disposition. Common emotions experienced during development include fear, anger, affection, curiosity, and the dual spectrum of joy and sadness. The expression of these emotions predominantly manifests through verbal and nonverbal language. Nonverbal cues serve as poignant indicators of the emotional turmoil within.

METHODS AND MATERIALS

Literature Review Psycholinguistics, an interdisciplinary field merging psychology and linguistics, seeks to unravel the intricacies of language acquisition. This hybrid science, rooted in the early 20th century insights of Wilhelm Wundt, expands beyond psycho and linguistics, drawing upon neurology, philosophy, primatology, and genetics. Its core objective lies in formulating a language theory that harmoniously marries linguistic and psychological principles. Pioneers like John Dewey extended this exploration by examining childhood language through a

psychological lens, advocating for an understanding of children's words based on their own cognitive framework.

The Interplay of Psychology and Language

While psychology grapples with the unobservable nature of the soul, its manifestations emerge through observable behaviors. A person's emotional state invariably influences their language, creating an intricate interplay between psychology and linguistic expression. Language, thus, becomes a conduit for articulating a multitude of feelings and thoughts, driven by emotions ranging from fear and desire to hope and elation. Joy, for instance, arises from the fulfillment of motives, eliciting physiological changes like slowed heartbeat and relaxed breaths. Conversely, sadness emanates from experiences of loss, triggering expressions of grief and sorrow.

Methodology: Understanding Expression in Children

This study adopts a qualitative descriptive approach, focusing on observable facts. Children aged 6-8 years serve as subjects, providing a window into their expressions of joy and sadness. Data collection hinges on direct interaction and observation, capturing verbal and nonverbal language. The subsequent analysis employs a descriptive qualitative method, categorizing data into verbal and nonverbal expressions of emotion. Expression of children's joy is shown from the nonverbal expression that is seen from the expression on his smiling face and enthusiasm in answering questions and emotional expressions that can be realized are: 1).facial expressions and sounds (facial expressions and vocals). Faces and sounds can describe a person's emotional state. Facial expression is one form of non-verbal communication to express a variety of emotions both positive and negative. Usually, people will know precisely the emotions or feelings that are being experienced by others whether happy, sad, angry and scared through their facial expressions. Impressions obtained through tone, sound, gesture or posture will affect others. Therefore non-verbal communication can be used to manage messages to other people. Teenagers not only have to identify the feeling that is being experienced. But it must also be able to reveal what caused that to happen.

ANALYSIS AND RESULTS

Expressions of Joy (6-8 years)

Children in this age range adeptly employ linguistic tools to convey joy. Utterances like "Thank you, mom" and "I got chocolate" exemplify their command over spoken language. Nonverbally, joy is manifested through radiant smiles and enthusiastic gestures, showcasing a comprehensive mastery of linguistic acquisition.

Expressions of Sadness (6-8 years)

Sadness, characterized by a sense of loss, is communicated through verbal phrases like "My toy... it's broken." Nonverbal cues, such as downcast expressions and slight frowns, serve as visual indicators of this emotion. Children at this developmental stage demonstrate a nuanced grasp of syntactic structures, enabling them to articulate their feelings effectively.

Expressions of Sadness - Verbal and Non-Verbal Language

No	Linguistic	Verbal	Non-Verbal
1	My toy...	it's broken.	Sad expression
2	I'm sad	because I didn't do as well as I wanted to.	Downcast, slight frown

Expressions of the joy of verbal and non-verbal language

Verbal

1. Want to go watch the parade on the bego field
2. Yee ... thank you, mother
3. Hooray, I got chocolate

Non-verbal

- Smile
cheered up
jumping for joy

Mar'at divide the period of language development ofAs children age, they progress through different stages of language development. By the age of 6-8 years, they have typically mastered syntactic structures, allowing them to construct complex sentences and communicate their emotions effectively [9].

Conclusion

The study illuminates the expressions of joy and sadness in children aged 6-8 years, shedding light on their evolving linguistic proficiency and emotional development. Understanding how children communicate these emotions provides valuable insights for parents, educators, and caregivers, enabling them to offer tailored support during this critical phase of growth.

REFERENCES:

- 1.Hall, J, A. Voice, tone, and persuasion. Journal of Personality and Social Psychology., pp 924-934, 1980
2. Petterson, M, L. Function of nonverbal behavior in social interaction. Dalam H. Giles & W, P. Robinson. Handbook of language and social psychology. New york: jhon wiley & Sons. 199

3.Barcelona, A. (1986). The concept of depression in American English.In Z. Kovecses (2005). Emotion concepts: from anger to quilt. A cognitive semantic Perspective. *Cognitive Psychopathology*, Vol.2, No.3, pp.13-32.

4.Barcelona, A., & Soriano, C. (2004). Metaphorical conceptualization in English and Spanish. *European Journal of English Studies*, Vol.8, No.3, pp. 295-307. Dehkhoda, A. (1960).

5. Amsal-Al- Hekam. Tehran, Iran: Amir Kabir. Gibbs, R. W. Jr. (1994). The poetics of mind: figurative thought, language, and Understanding. Cambridge, England :Cambridge University Press. Kövecses. (1988).

6. The Language of Love: The Semantics of Passion in Conversational English. Lewisburg London.Toronto: Bucknell University Press. Kovecses, Z. (1986).

7. Metaphors of Anger, Pride, and Love. Pragmatics and Beyond. Amsterdam: John Benjamins. Kovecses, Z. (1990).

8. Emotion concepts. Berlin and New York: Springer-Verlag. <http://dx.doi.org/10.1007/978-1-4612-3312-1> Kövecses, Z. (1991).

9. Kovecses, Z. (1995). Anger: Its language, conceptualization, and physiology in the light of cross-cultural evidence, In John R. Taylor, & Robert E. MacLaury (Eds.) *Language and the Cognitive Construal of the World* (pp. 181-196).

9 Kovecses, Z. (2000). Metaphor and emotion: Language, culture, and body in human feeling. New York: Cambridge University Press.

10. Etin Pujihastuti, et al. (2012). "Expression of joy in children aged 3-5 years in psycholinguistic studies."

11. Edward Watuna. (2014). "The use of language in expressing emotion of excitement in the Twilight Saga film by Stephen Meyer: a psycholinguistic analysis."

12. <https://doi.org/10.1504/IJWMC.2018.10018287>

13. <https://doi.org/10.4236/ojbm.2019.72062>

14. <https://access.astrialibrary.com/s/unza-gsb>

15. <https://doi.org/10.5539/ijef.v7n3p194>