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PREDICATIVE ORGANIZATION OF ENGLISH INFANT POETIC TEXTS

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У статті розглядаються особливості предикативної організації англomовних віршованих інфантичних текстів. Особлива увага приділяється темпоральній, модальній та персональним сіткам. Вказується на частотність використання видo-часових форм дієслів, домінуючі види модальності, превалювання персони та числа, що властиві саме інфантичним віршованим текстам. У висновках зроблено спробу зіставити та узагальнити результати дослідження, вказавши на чинники, які є специфікою мовлення інфанта.

Ключові слова: інфантичний текст, темпоральність, модальність, персональність, сітка.

В статье рассматриваются особенности предикативной организации англоязычных инфантических стихотворных текстов. Особое внимание уделяется темпоральной, модальной и персональной сетям. Указывается на частоту использования видo-часовых форм глагола, доминантные виды модальности, превалирование персоны и числа, которые свойственны именно инфантическим стихотворным текстам. В выводе предпринята попытка сопоставить и обобщить результаты исследования, указав на факторы, которые являются спецификой речи инфанта.

Ключевые слова: инфантический текст, темпоральность, модальность, персональность, сеть.

The article deals with the peculiarities of the predicative organization of English infant poetry texts. It is highlighted temporal, modal and personal nets. It is shown the frequency of using verbs' tense forms, dominant types of modality, specificity of person and number which are infant poetry text characteristics. In the conclusion the results of the investigation are generalized and compared, that is the specificity of infant speech.

Key words: infant texts, temporality, modality, personality, net

Problem. Children's poetic communication is full of problems that require profound study and specification of communicative linguistics paradigm with regard to using the results of relevant science.

Analysis of researches. There is hypothesis in L. A. Nozdrina's work that the semantic structure of literary text contains basic concepts that are the key components of this structure. These include temporal, local, personal, referential and modal structure of the text [6]. A.I. Moskalska also notes that in terms of text linguistics (grammar of a text) temporal, local, personal, referential and modal structure of the text is basic text actualizations which relate literary text and intertextual reality [5, c. 97]. Yu. M. Lotman draws attention to the fact that the study and analysis of the universal concepts of literary text, including temporal, modal and personalized nets, which allow to decode a national world picture through the prism of the speaker's perception of reality, that is why the combination of communicative and functional peculiarities of a literary text may be considered to reflect the speaker's knowledge as all ethnic representators' [4, c. 236]. The main idea to describe the text structures is "net" – a set of morphological, syntactic and word-building means, providing recipient's orientation in various aspects of the text, including the temporal, personal and modal [6].

Purpose. Modeling temporal, modal and personal nets of infant discourse allows capturing the world picture formed in the imagination of preschoolers. The aim of the research is to highlight the

peculiarities of predicative organization of infant texts, characterizing their temporal, modal and personal nets.

The main investigation. The use of temporary forms that makes up the category core of temporality in infant texts (IT) due to the specific of the texts. IT, originated with the development of a preschooler, which displays the events of daily life, is characterized by typical for colloquial speech tense forms. Productive means of expressing temporal relations are primarily grammatical tense that correlates with the moment of the event broadcast. The ratio between the moment of the action and speech point can be diverse in nature: the action may coincide with the moment of speech, precede it, or happen after it.

The most frequently used tense form of IT is Present. This is due to the fact that IT reflects features of the everyday language, where the prevalent forms are Present, thus IT retains the traditional language [3, c. 319.]. The research of English IT shows that the temporal net in most cases is based on Present Simple, which represents more than half (58.5%) of the total number of used tenses. This evaluates the importance of regular, permanent, repetitive actions that occur in preschooler's life: *Nine baby birds / **Live** in the nest, / Nine baby birds / **Wait** for a guest. / **It's not** you, / **It's not** me. / Who **knows** / **Climb** the tree!* [11]. Present Simple transfers the preschooler's everyday actions, actions of family members: *"Three brothers **share** a family sport"* [13]; natural phenomena: *"The thunder **comes** before the lightning, / And the lightning **comes** before the cloud, / The rain **dries** all the land it touches..."* [13]; the description of the surrounding: *"One little cat in the corner, / Washing her cute little face; / One little cat **comes** to catch her; / Two little cats **run** a race!"* [12]. Present Simple displays simultaneity of an action with the moment of broadcasting. On the one hand, it expresses actions that really relate to the point of language as coinciding with the moment of broadcasting. On the other hand, Present Simple depicts events that have permanent (panchronic) character, which can be regarded as natural phenomena and events that take place regardless of the person. Present Simple shows in such situations fairly high level of generality.

Past Simple is represented in IT less frequently. Such tense form in its primary function transfers the event, which is described to a certain point in the past. The time point can be stated basing on the context, which usually contains temporal lexical localizers. A quarter of IT takes Past Simple (22,6%) which reflects the completeness of the events in the past, as in the action song: *"Miss Lucy **had** a baby / She **named** him Tiny Tim / She **put** him in the bath tub / To see if he **could** swim / He **drank up** all the water / He **ate up** all the soap / He **tried** to eat the bath tub"* [12]. Past Simple serves as a temporal orientation for the recipient, forms the time limits, sets out the sequence of events.

With the use of Future Simple it is built almost a tenth of IT (8.2%). This tense is used to transfer predictions, conventions and possible outcome of future actions which have to happen immediately: *...And then we **will jump** / With a clip, clip, clip! / Now **we'll run** / A merry race / And then we **will STOP!** / Ev'ryone, stay in place!* [12].

Creating IT modal net is based on the characteristics of the English language content of the infant poetic texts from their perspective of reality, unreality, opportunities and needs. In linguistics modality is seen as linguistic universals, functional-semantic category of the language and one of the sentence signs [7, c. 462]. We follow the traditional division of modalities: the internal (objective), representatives of which are moods and the external (subjective), which is represented by modal verbs, modal words, some nouns and adjectives [7, c. 462; 8, c. 867].

According to the research, the description of infant world picture is transmitted by modal verbs – 30%. The description of infant world picture is verbalized by modality of capacity with modal verbs **can**: *I'm a dingly dangly scarecrow. / With a floppy floppy hat. / I **can** shake my hands like this. / I **can** shake my feet like that* [13] and **could** (Past tense): *So she ran away / To the village hatter's shop, / As fast as she **could** run, / And she bought him a hat, / Oh, the best that she **could** buy, / And the soldier put it on* [12]. It is rarely used the equivalent **to be able to**: *I'm **unable to** state what Tate ate at eight eight / or what Tate's tête à tête ate at eight eight* [12]. This dominant use of modal verbs of capacity is explained by the fact that preschoolers' learning to perform the first moves get to know the actual capabilities of the organism and the environment. Images of reality are actualized with modal of compulsion / duty. The main means of modal relations of duties are modal verbs **must**: *A water there is I **must** pass, / A broader water never was; / And yet of all waters I ever did see, / To pass over with less jeopardy* [14] and **have to** (compulsion): *She'll be wearing red pajamas / When she comes / She **will have to** sleep with Grandma / When she comes / She **will have to** sleep with Grandma / When she comes* [12]. Thus preschoolers' are not only forced to duty, but also independently decide the necessary things to do. To advise, to recommend preschoolers' use such modal verbs as **shall, should**: *Silly Sally swiftly shooed seven silly sheep. / The seven silly sheep Silly Sally shooed / shilly-shallied south. / These sheep **shouldn't** sleep in a shack; / sheep **should** sleep in a shed* [12].

Along with modal verbs the external modality is presented by modal words, phrases, exclamations that express the emotional state, relation to actions. Modal words are in a special position to a sentence in English. Modal word is not a member of the sentence; however, if you remove this modal word, the entire contents of the expression will be changed, it will be a statement of fact.

The main means of expression of lexical modality in IT can points out doubt with **maybe, perhaps**: *Perhaps a toy or two...* [12]; confidence with **surely, to be sure, really**: *I'm **sure** you know we're family, / You're welcome to come stay with me. / What am I? [13], The other brothers say / "'Cause though he's **surely** number one, / He's second, in a way."* [14]. Modal words in IT show sender's relation to the speech as provided opportunities. Modal word **surely** gives strengthening, emotional and confident "colour" to the phrase. The percentage of lexical modality and means of expression in IT is only 2 %.

Internal modality is reflected in three states: indicative, conditional and imperative.

Principles of grammatical expression of modality in IT consist mainly due to imperative. Imperative sentences are defined as syntax creations that express instructions, orders which should be

turned into reality by one or more communicators, and for this realization of an action there is a huge number of language capabilities [1, c. 136].

As a form of unreal modality expression, imperative indicates the lack of implementation of an action at the certain time – at the time of the will expression. The empirical material shows dominance of imperative in the second person (you): *One, two, **buckle my shoe** / Three, four, **close the door** / Five, six, **pick up sticks** / Seven, eight, **close the gate** / Nine, ten, home again* [10]. Imperative is also used with the verb **Let** in the first person singular (I) : “**Let me have a look at it**” дієслово **let**, on the one hand, can have a meaning of non-interference, and on the other hand it can mark courtesy request: *One, two, three, / **Let me see**, / You all like coffee / And I like tea* [11]. And in the first person plural (we), imperative marks motivation, encouragement to an action: *One, two, three, four, five, / Five fish like to dive. / One fish told me, / «**Let's play in the sea!**»* [10].

Imperative is the constituent of unreal inducing modality, which is based on motivation to an action [9, c. 271]. In imperative sentences of IT the following verbs are actualized: **catch, come, go, jump, look, tell, take, give, get, guess, learn, listen, play, run, see, sit, swing, watch...** So, verbs of motion, visual and auditory perception, as well as those that commented gaming action are mostly used in those types of sentences.

Infant speech is full of conditional modality, which manifests f in the IT by unreal conditions in present: *How much ground would a groundhog hog, **if a groundhog could hog** ground? / A groundhog would hog all the ground he could hog, **if a groundhog could hog** ground* [12].

The percentage of the use of grammatical expression of modality is 68%.

The structure of modal texts net has a number of problems, among which the most clearly visible is the emphasis on addressee intention, emphasizing action, the transition from the real world into the world of surreal [6].

Personal net transfers net relationships between participants of communication, combining with images of the recipient and sender, and expresses the ratio of communicants to the subject of speech [2, c.56].

The correlation of IT personality use should be represented as follows: the first person singular is 15.3%, the first person plural – 4.8%, the second person – 12.3%, the third person singular – 48.9% and the third person plural – 18 7%. It is advisable to highlight the most popular personality features of preschooler's speech.

The verb in the third person singular is the most frequently (48.9%) used in IT: ***Luke Luck likes lakes.** / **Luke's duck likes lakes.** / **Luke Luck licks lakes.** / **Luck's duck licks lakes.** / **Duck takes licks in lakes Luke Luck likes.** / **Luke Luck takes licks in lakes duck likes.** / from Dr. Seuss' *Fox in Socks* [12]. The use of the third person singular makes it possible to describe actions, the quality and properties of another person or object, and it is typical for IT. The third person singular is used in tongue twisters with*

the periodicity 7:10; in counting rhymes – 6:10; in riddles and action songs the periodicity is almost identical 5:10

Personality in the third person plural like the third person singular describes events, quality and properties of the people / objects. IT contains 18.7% of the third person plural verbs: *All God's creatures have a place in the choir, / Some sing low, some sing higher, / Some sing out loud on the telephone wire, / Some just clap their hands, or paws, or anything they've got now!* [13]. The third person plural is used in tongue twisters and in riddles – 1.4: 10; in counting rhymes and action songs very rarely 1:10.

An action in IT is presented not only by the third person, but the actual sender (the first person singular) can perform certain actions, be a member of events. The use of first person singular verb is 15.3%: *Two bodies I have / Though both joined in one / The more still I stand / The quicker I run. / What am I?* [13]. IT can be a story which an addressee leads who is the main character of this story. That is why the pronoun "I" acts as a master teller perceiving events. Among the analyzed empirical data the ratio is: the first person singular is more often used in riddles –3,5:10; tongue twisters – 1:10; counting rhymes and action songs – 1.3:10.

The use of the first person plural is relationship of the speaker and another person. It is the least frequently used in IT, which is only 4,8%: *Mother, father, / Sister, brother. / One, two, three, four, / we're the family of four!* [10]. This usage of the pronoun **we** is a characteristic of connection **I** of a preschooler with a family or friends.

The presence of the second person in IT is not common – 12.3%. It is used for guidance, recommendations, advice and commands. This explains the most frequent use of the second person is in action songs which are aimed at instructing games: *You put your right hand in, / You put your right hand out, / You put your right hand in / And you shake it all about. / You do the Hokey Pokey / And you turn yourself around, / That's what it's all about* [12].

Conclusion and perspective. Thus, the IT set of temporal, modal and personal nets allows reflecting structural predicative IT organization. “The leaders” of an IT temporal net are Present Simple, Past Simple and Future Simple. IT modality is characterized by grammatical means (imperative, conditional sentence) and modal verbs. Specificity of IT personality is the frequent use of the third person singular and plural for transmission of environment, phenomena and events taking place around the addressee. In addition, the investigation of the connection of grammar forms with syntactic constructions in English IT is needed to clarify the specificity of English infant poetry speech.

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