The Gender Characteristics of Non–Literary Syntactic Events Used in Personal Correspondence

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Abstract

In this study, the gender characteristics of sentence types, grammatical devices and pictograms are shown on the basis of examples. There are also examples of the use of pictograms instead of punctuation and their gender characteristics.

Keywords: *Parataxis, Hypotaxis; Simple Sentence; Interrogative Sentence; Affirmative Interrogative Sentence; Imperative Sentence; Syntactic Patterns; Forms of Reference; Pictograms*

Introduction

Another of Jespersenn's studies revolves around the concepts of *parataxis* and *hypotaxis*, which differentiates the different expression and conjunction of conjunctions by gender. He defines parataxis as "a term used to describe a sequence of clauses that are not connected at all (parts of a compound sentence simply placed in sequence)", i.e. *a simple clause* – for example, *I woke up, like I went to work*. Similar, but not always included in the term parataxis, are the conjunctions formed by the conjunctions (*and, but*), i.e. *simple clause – I woke up and went to work*. Hypotaxis is used to express simple sentences connected by following conjunctions (*then, when, because*) [1, – p. 17]. As a result of this study, Jesperson notes that men are more likely to use hypotaxis, and women are more likely to use parataxis. He further explains the frequency with which women leave exclamatory sentences half–finished by citing numerous passages from writers and dramatists: *Well, I never…, how dare…, I have to say…* (but words are omitted here), *the problems you exprerienced.* Jespersen calls such sentences *"stop short"* or *"pull up"* [2, – p. 251]. This phenomenon is a linguistic sign of a specific feature of women's psychology.

During the research, we can see the organized use of conjunctions without connectors in the example taken from the students' personal correspondence: *Sentyabr da bo'ldim.opshitada bo'ldim.kn uyga kelib yana bo'ldim, Tam bilmisan boshing qattiq og'riydi ishtaha yo'q hamma narsa shôr tuyiladi tuzsiz ovqat ham senga sho'r tuyuladi (koronavirusga chalingani haqida);* (I lived in a student dormitory in September. I got the coronavirus infection there. Due to illness, I returned home from study. But I was very sick at home again. When I ate, I did not feel the taste of the food. I also had severe headaches. No matter what I consumed, all the food tasted salty and I had no appetite. Even unsalted foods tasted salty (about being infected with the coronavirus); *Bu Haqiqiy serifikat emas ekan bu o'zimiz uchun ekan bu bn*

hech Nimaga otmaydi ekan chetga ham otmaydi ekan hatto oqishga ham otmaydi; Ha ishlarni tugatib darslarni tugatib tatilga keeling. (This certificate is not original, it was only for us. The certificate is not accepted anywhere. Even if you intend to study abroad or local universities, you cannot submit that certificate for university departments; As soon as you finish the work and lessons, go on vacation).

The results of the study show that women use more interrogative sentence forms than men, and this is explained by the relative weakness of women in interactive situations. They use questions and rhetorical interrogatives to continue the conversation [3, – p. 93]. However, when the questions in the written texts were classified as supportive, critical or antagonistic, the analysis showed that male and female speakers asked the same proportion of supportive and critical questions. Their use of antagonistic questions varied, with men twice as likely as women to ask antagonistic questions to the speaker.

As Lakoff noted, women use more affirmative interrogatives. An affirmative interrogative makes the speaker's speech euphemistic and modest. It also provides proximity for the speaker to avoid mistakes and conflicts between speakers. In addition, affirmative interrogative sentences express the speaker's ambiguous views and the tendency to be supported by others. Therefore, women are more likely to use general and specific questions to express their vague opinions and to find out what others think. However, men tend to be more outspoken and don't let others talk too much. Thus, men's discourse accuracy is stronger than women's [4, – p. 92–96].

Imperative sentences. Goodwin divides imperatives into two types. The first is the "rough" command, which is usually used more by boys. The second is "softened" imperatives, which are mainly used by women. Boys tended to choose emphatic imperatives and used them to indicate status differences. For example, we can see that a single–sex group of students uses more imperatives than a mixed–sex group: *Bachalari buzma tur berdan. Og'zingni sarishta qil harom. Qooy tegma tur ciq yoq bol berdan…* (Don't affect the upbringing of the guys, get out of here. Do not come out dirty and bad words from your mouth, bastard. Do speak to guys with respect and civility).

Syntactic patterns. As Holmes noted, "compliments are great formulaic speech". Compliments and compliments can be analyzed in terms of personal attention as follows:

– First person focus: *Menga soching shunaqa ko'rinishda yoqadi.* (I really like this hairstyle of yours);
– In the center of attention of the second person: *Sochlaringiz chiroli ko'rinadi.* (Your hair will look gorgeous);
– In the focus of attention of the third person (impersonal): *Chiroyli sochturmagi.* (A pretty hairstyle).

Herbert found that women prefer personal forms (first and second person), and men prefer impersonal forms (third person). Also, the compliments women give to other women differ in tone and subject matter from men's compliments to other men. Women complimenting and complimenting each other is not a noteworthy event, it is just an everyday occurrence. Women are more likely to compliment their physical appearance, while men prefer to compliment their skills or abilities. For example:

– *Og'zimda narsa bor edi. Yuzim shishib tushibdi.* (I had something in my mouth when he took a photo of me. That's why my face is swollen);
– *Yosharib ketibsiz.* (You are getting younger);
– *Sitora tabriklayman, yutuqlariz bardavom bo'lsin*. (I congratulate you Sitora, may you continue to succeed, grow, and reach the highest peaks of your career).

In the correspondence of men, it was found that there are many impersonal forms such as a great idea, the right sentence, a good video, a beautiful picture, an interesting book, and a sweet meal:

– *Assalomu aleykum oddiygina kitob sovra kilish agar iloji bulsa.* (Good morning, if you have an opportunity, you may donate any ordinary book as well);

– *Bizi qizlar kitob oqidimi?* (Did our girls read books?);

– *Prostoy sovra berildi buladi.* (We will give them any simple gifts. I think that is enough);

– *Bilmadim undan kura foydaliroq ish bilan shug'illanaylik.* (Actually, I don't know exactly, let's do something more useful);

– *Idealni fikir buldiku, qizlarga shu…* (If I tell the truth, it is really perfect and true idea. That's enough for the girls);

– *Mana fikr, sherni dodasi.* (There is one more good idea, actually, poem is the best gift for the girls.

In the correspondence of women: *Qulluq bolsin Guli yarashibdi 3ta tuqqanga o'xshamis yosh ko'rinas; Chiroylisiz 11 sinfdagidek, krasaviụa, beautiful; Asalim, onasiga o'xshab tadbirlarda eng go'zali. Ko'z tegmasin.* (Guli, wear it for your good health. Your dress suits you very well. Nobody will think that you are a mother of three children; You are attractive, beautiful and young just like when we were in the 11th grade; My honey, pretty like her mother at all events. Always stay healthy).

In the correspondence of men:

– *Ha szi profillarzi eplab bomidiku,*

– *Bilasanku shogirt faqat tòchkasiga uramizaku,*

– *Darsda misolchalani qanday gazini qoshdim ayting,*

– *Zilzilani sezdimi hamma,*

– *Yu bulmadiku Bizada,*

– *Sezgi darajang o'lgan ekanda.*

When concluding from the above, as Lakoff said, it may seem that there is a hidden paradox in gender differences: the women mainly focus on a certain person, they are interested in the mental state and condition of their conversational partners, while men mostly pay attention to objects, they are interested in things of the outside world; men enter into a connected relationship with men and women with women and they create the bonds of friendship with each other [5. – p 82].

Interrogative sentence. Women use more interrogative sentences than men. Using interrogative sentences means that women can carry on more conversations with other people.

– *Kechagi videolarni tashaylar kimda bo'sa;*

– *Bollar kv. Uchtepa hokimyatda kimga kerak;*

– *Yotoqxonaga kirmoqchilar yo'qmi;*

– *Bollar dasturlashdan oraliqqa tushgan misollar kimda bor;*

– *Shu narsaga umuman tushunmadim manda oxiridagi baho nima uchun.*

The forms of addressing. In the correspondence of same sex people, male students use slang or insults toward each other: *brat, do'st, jigar(lar), bollar, kursdosh, tog'o, shogirt, ukajonim (ukam), og'aynilar* and others.

– *Tupo'y bormagan san degani uchun tawadim;*

– *Shogirt undan kora yunusobod Mega planet orqasidegi barga bor;*

– *Ukam sen umringda tashkiliy ishlarda qatnashganmisan.*

And the female students are addressed with *dugon, qizlarjonlar, kursdoshlar* or often with words that take names and diminutive suffixes:

– *Qizlar, hech kimda yoga bilan shug'ullantiruvchi tanishi yo'qmi?;*

– *Rahmat. Paxmoqcham yaxshimisan? Seni anchadan beri izlayman.*

The accuracy of grammar. Women pay more attention to the syntactical correctness of the sentence. They avoid ambiguity by using precise grammar when expressing their opinions [6, – p. 1485–1489]:

In the correspondence of men:

– *Domla keldimi?* (Did the teacher come?),
– *Kayerdasan?* (Where are you?),
– *Registonni tagida.* (Under the Registon).

In the correspondence of women:

– *Islom aka shahsan ogohlantrdi,* (Brother Islam, personally warned),
– *Xar juma ogoxlantiramiz.* (We warn you every Friday).

The grammar for pictograms. A text chat shows that the icon is part of the text. Thus, the text of the conversation consists of verbal and non–verbal (emoji) language. Sentence construction via SMS (short message service) shows that language users use a combination of verbal and pictorial language. This is evident in the construction of sentences, they are mostly used at the beginning and end of the sentence. According to research, 76 percent of people use icons at the end of sentences. The function of the icon is to complete the sentence. They also act as a punctuation mark. The researchers have noted syntactic, semantic and pragmatic aspects of icons in visual media. Pictograms are used in different ways and perform different linguistic functions [7, – p. 12].

As a result of the research, it was found that male students tend to be humorous in same sex correspondence, and used rhetorical interrogatives more in order to laugh at each other in a friendly manner and to enjoy the conversation. Among these signs, E2 boy was the most active in students' correspondence, and was mainly used at the end and in the middle of sentences. They also used the E2 icon instead of the question mark:

– *Bugun qizlar toliq kelishibdii* (E2);
– *Bizi qizlar kitob oqidimi?* (E2);
– *Jigar nimalani narxini sorab yuribsiz.shu yoshizda* (E2);
– *Shogirt kimmi tarbiyasini olgansan etib qoy* (E2);
– *Shoxrux nma dedz man hamma narsani narxini so'rab keldm dedzmI* (E2).
    In some places, this icon is also used in place of a comma in the middle of a sentence:
– *Manam boraman szikiga (E2) o'wanda berarsz choy.*

When the private correspondence of women of the same sex was studied, women used more E1 and E3 icons at the end of sentences to reduce the rudeness of imperatives:

– *Assalomu alaykum Gulhayo opa lichkaga qaravoring* (E1);
– *Gulhayo shungayam seriya ochin* (E1);
– *Assalomaleykum Samarkandga pochta puli kancha boladi aytib yuboringlar* (E1);
– *Ogan bosez kiyib obzor qibering* (E3).

As an exclamation mark:

– *Doimiz klentizman endi opajon narsalrizni sifatiga gap yo'q* (E12);
– *Koftamni ham yubordizmi bugun* (E9);
– *Judayam zo'r ko'ylaklar ko'nglimdagidek raxmat kattakon opajon* (E6);
– *Man malina rangini oldim super* (E9);
– *Lichkada nomer va lokatsiya yozdim* (E7);
– *Toshkentlilar* (E7);

 – *Kizlar bularni xam tuldiraylik* (E7).

This correspondence was written by me:

 – *Ha uqish ochilishni uylasam yurak siqiladi,*
 – *1 oy borku hali* (E14).

As a question mark:

In the correspondence of women:

 – *Gulhayopooo bu kevottimiiiii* (E9);
 – *Nahotki shunga aqliz yetmayapti million marta aytilyaptiku bu fake deb* (E11);
 – *Man shu kartaga tolagandim bu ishqilib ishlab turgan kartamidi* (E13).

As can be seen from the above examples, women use more icons on the Telegram social network than men. Women also differ in their repeated use of overtly expressive icons.

In the correspondence of women:

 – *Ukam sen umringda tashkiliy ishlarda qatnashganmisan* (E2);
 – *Farrux san fudbolni suraman man aytmayinnn*,
 – *Nimaga* (E2);
 – *Shogirt orninga sevinchni olib boraymi* (E2);
 – *Yana bir kishiga o'xshatdim,*
 – *Kimga* (E13).

Table 1, A list of the names of the most used emojis on social networks

E1	🙏	person with folded hands
E2	😂	face with tears of joy
E3	😊	smiling face with blushed cheeks
E4	🥰	smiling face with 3 hearts
E5	❤️	red heart
E6	💋	red kiss mark
E7	🆘	squared SOS botton
E8	🤣	rolling on the floor laughing
E9	😍	smiley face with heart eyes
E10	😘	face blowing a kiss
E11	😒	an unamused face
E12	👍	thumbs up
E13	🤔	thinking face
E14	✅	white heavy check mark
E15	😅	smiling face with open mouth

According to Schnoebelen, it has been observed that pictograms are often used in social networks instead of function words, punctuation marks, and word groups such as nouns and verbs.

Although this usage can be classified as terminal punctuation, there are other possible interpretations. Perhaps in these contexts, icons are simply used as tone symbols. I think it's hard to distinguish between tone and punctuation. If you try to tell them apart, it's similar to how the punctuation structure and tone conveys how the writer feels about the message and/or the recipient. It's just that

pictographic tone marks can come at the end of a sentence where traditional punctuation would normally be placed. but icons have something similar to punctuation that is different from tone. The tone is a filter for the whole message, and the icons have a strong "end of thought" content. I think one of the main functions of using icons is to show a friendly way of "final transmission" instead of just ending a thought. Pictograms also give people a chance to show off their personality, emotion, and tone in a situation where they might be missing out. Traditional punctuation can do this to some extent, and icons can help bridge that gap even further.

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