

COMMUNICATION PARENTS-CHILDREN IN FAMILIES WITH DIFFERENT SOCIAL STATUS

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Описано особливості спілкування батьків із дітьми в сім'ях з різним соціальним статусом, а саме: у сім'ї представників дрібної шляхти, сільських ремісників та бідних селян. Визначено основні комунікативні тактики, що використовують батьки у процесі комунікації з дітьми, а також засоби їх вираження на лексичному, морфологічному і синтаксичному рівнях. Аналіз здійснено на основі оповідань І. Франка. Автор вважає, що тактики *випиткування, спонування до виконання певних дій і надання нової інформації* є спільними для всіх типів сімей. Тактика *повчання* характеризує мовлення батьків до дітей у селянській ремісничій та бідній селянській сім'ях. Тактики *демонстрування опозиції і заспокоєння* використовують батьки у селянській ремісничій сім'ї.

Ключові слова: сімейне мовлення, комунікативна тактика, мовленнєвий акт, соціальний статус, І. Франко.

In modern sociolinguistics the speech of family is a new object for analysis. Nonetheless, there is some experience in describing this problem: linguists examine family communication in different communicative situations: «marriage», «divorce» or «becoming a widow» (V. Yakuba) [1], «betrayal», «family during the weekend», «newborn in a family» (A. Bigari) [2], «family quarrel» (O. Fadeeva) [3], substantiate the aspects of family communication within the framework of argumentation theory or authoritative discourse (P. Kruchkov) [4], gender and age peculiarities of family communication (A. Semeniuk) [5] etc. The research of communicative strategies in the families with different social status has not yet been the object for analysis.

The aim of this article is to find out possible influence of social status of family on communication of parents and children. The task is to describe the set of communicative tactics and means of their realization in the speech of parents. The works by Ivan Franko¹ were used as a database for analysis. Text characteristics allow singling out types of family: family of representatives of petty bourgeois, family of village craftsmen and family of poor villagers. In

¹ See List of References

accordance with the number of married couples and blood relatives these families may be simple (one married couple) and full (parents and child/children).

Family of representatives of petty bourgeois. This separate ethno-social layer of Halychyna led its origin from the privileged noble stratum, but its financial state was not much different from villagers. The representatives of this layer did not have compulsory service for a landlord, owned land and had a right to vote in small local seyms [6: 1–9]. Ivan Franko characterizes the representatives of this layer as rich villagers [16: 485], pointing to prosperity in everyday life («*House is... good; houses are good, spacious, and neat; cattle is good... Apiary...*» [14: 254]) and in the clothing of villagers («*beneath the sleeveless jacket made of quality cloth one could see the collar of shirt of thin linen, embroidered in a delicate and elegant manner*» [16: 7]).

In the process of communicating with children, parents used different communicative tactics.

Tactics of questioning. The parents are trying to receive information on actions, state of views of children. Its content is disclosed in the speech act of questioning. For example, a father wants to know why the son has stopped in the middle of the way and where he was looking. His speech is illustrated by interrogative questions, imperative verbs of 2nd person singular *speak* in combination with particle *bo* (*now*) has to induce the son to respond to father's question, address (*son, boy*): «– *Son, what's up with you? <...> Boy, what are you standing? Speak now, what are you looking at?*» (Petriyi i Dovbushchyky, v. 14, p. 32).

Tactics of providing new information. It is disclosed by speech act of informing expressed by narrative sentences, indicative mood of the verb *have to* in combination with infinitive *tell* («inform somebody about something» [7: 848]), tender addressing (*my son*): «– *My son, – started Petriy, when they left the garden, – I have to tell you now, when you enter new life, some things to get you acquainted with the fate ahead of you...*» (Petriyi i Dovbushchyky, v. 14, p. 27).

Tactics of incentive to performance of certain action. Parents use this tactics to define further actions of children. The means of expressing of this tactics are such speech acts as precaution, order, request etc. For example, in order to keep in secret the shelter of Dovbush's treasure, the father asks the son to swear that he will never tell anyone about it. Linguistic means for expressing speech as of request are represented by the verb of imperative mood, 2nd person singular *swear* («to promise to do something (not to betray)» [7: 1134]), in combination with pronoun in the form of Genitive Case singular *me*, address (*my son*): «– ...swear to me, my son, that you will betray neither the place, nor any word I have told you about his secret fates...» (Petriyi i Dovbushchyky, v. 14, p. 56).

Village craftsman family. It features are displayed in autobiographical works by Ivan Franko («From old reminiscences of my youth», «Little Myron», «Under the shed» and «At the blacksmith's shop». There: «*farther was noble blacksmith in all surrounding villages*». The prosperity of family is confirmed by «the size and look of Franko's house (big, clean house, similar to houses of the richest villagers in Drohobych Region), big courtyard with farmsteads, big threshing barn and blacksmith's shop» [8: 51].

Speech of parents to children is characterized by a range of communicative tactics.

Tactics of questioning. Means of expressing the tactics is a speech act of questioning expressed by interrogative sentences, intensive particle *ta* (*so*), address (*my child*): «– *So what's up, my child? <...> What, what?*» (Little Myron, v. 15, p. 69).

Tactics of providing new information. It is realized in the responses of parents to the questions of children. For example, the son is asking about the fate of one villager. In order to answer the question, the mother uses speech act of informing that is expressed with narrative sentences, parenthetical word *know* used to concentrate the attention of a person, as well as exclamation *oh* used to express the feeling of mother: «– *He killed a man, no soul in him!* – said the

mother. – *You know, Kolehkovyi Mykola, who treated you with cherries! <...> He was buried on Wednesday»* (From old reminiscences of my youth, v. 16, p. 440).

Tactics of incentive to performance of certain action. Parents use speech acts of invitation and instruction. Linguistic means of expressing of the first act: verb of imperative mood of 2nd person plural *let's go* in combination with preposition *to* and noun in the form of Genitive Case *house* intensified with the particle *nu (well)*, adverb *now*, namely at this moment, at the moment of speaking; right now [7: 1441], narrative sentence *The father has already come back from the forest* used by the mother to explain the reason behind the request to her son (father is waiting for them): «– *Well, now let's go to the house. The father has already come back from the forest»* (Under the shed, v. 22, p. 51).

Linguistic means of expressing instruction: verb of imperative mood of the 2nd person singular *study*, complex subordinated sentence, where in the first part the father urges the son to study, and in the second part points to its positive consequences *you'll get there*. Address *son* serves as a means for shortening distance between the agents of communication: «– *Study, my son, and you'll get there»* (Under the shed, v. 22, p. 38).

Tactics of teaching. The means of expressing of this tactics in communication between father and son is a speech act of precaution expressed by means of the adverb *never* (indicates categoricity), verbs of imperative mood of the 2nd person singular with negative particle not (*do not go out*), infinitive *to be* in connection with adverb *not good* which, in this context, means «will not do, you needn't, not worth» [7: 755]: «– *You never go out at such an hour <...> It is not good for little kids to be alone among such monsters»* (Under the shed, v. 22, p. 51).

Tactics of opposition demonstration. It expresses negative emotional attitude towards the actions or decisions of the children. The means of expression is a speech act of deprecation. The mother criticizes the position of a son by way of verb in imperative mood of the 2nd person singular *go* which is

used pejoratively [7: 507], verb of the indicative mood of the present tense *daub*, which means to say something irrelevant and unwise [7: 633], interrogative sentences, adverb *never* that expressed categoricity, address *gadget*, which is a dismissive word and stands for a person who suddenly found himself somewhere and joined someone [7: 1109]. The mother appealed to the age of a child and expresses her own position. Non-verbal means of communication used by the mother *looking sharply, waving the spoon in from of him* strengthen the said words: «– *Go, gadget, go! You are such a big boy that you could be married already; how can you be saying such stupid things? What don't you think a bit before you say something? You just daub something as if you bring it on the shovel. A person hears everything with ears – both noise and clucking*» (Little Myron, v. 15, p. 69).

Tactics of calming. It is defined in the speech act of order expressed by the verb of imperative mood, 2nd person singular in connection with negative particle not *do not listen*, which means «not to try to hear someone» [7: 1346] and tender address (*Ivasiu*): «– *Don't listen, Ivasiu, don't listen, we don't have any wild old woman*» (At the blacksmith's shop, v. 21, p. 35).

Poor village family. Its features illustrate the stories «Hryts' school education», «Hryts and landowner», «History of sheepskin coat», «Petrii and Dovbushchuky». The majority of population in Halychyna (around 80%) lived from extensive and low-productive agricultural activity [8: 27]. They were characterized by the shortage of land, money, absence of production that could have taken a large section of villagers from land and provide for alternative means of existence, and illiteracy [8: 247]. Children were engaged in work from early years. One of the first and main activities of five-seven years old was shepherding [9: 104]. Ivan Franko describes the life of this type of families in such a manner: «*The need for food was looking at you from every corner... of old, ruined house*» [16: 46], «*Everything was shabby, ruined, dark, dirty and impure, everything was full of some disgust and loathing*» [16: 80], «*in torn shirt, black as soot*» [16: 80].

Communication of parents includes different communicative tactics.

Tactics of questioning. It is implemented in the speech act of questioning by means of the following linguistic tools: interrogative sentences, intensive particle *nu (well)*, which is used in interrogative sentences as incentives to answers, accompanied by the intonation of interest in something, anticipation, impatience, demands [7: 793]: «– *Well, what did you study at school? <...> Did you know it?*» (Hryts' school education, v. 16, p. 180).

Tactics of providing new information. Expressed by means of speech as of informing with narrative sentences: «...*this is a school <...> You will come here to study. I am going to sign you in*» (Hryts' school education, v. 16, p. 178).

Tactics of incentive to performance of certain action. It is reflected in such speech acts as orders, advice and request. For example, with the help of speech act the father defines the further actions of his son. Linguistic means of expressing order: verbs of imperative mood, 2nd person singular with negative particle not *you will not go*, the verb of imperative mood of the 2nd person singular *belt, put down, take*, the verbs of the imperative mood singular *run* in conjunction with infinitive *shepherd*, adverb *already* that points to the final completion of action (Hryts won't go to school any longer) [7: 1498]: «– *Hryts! <...> You won't go to school any more <...> Put down the boots, hat and belt, keep them until Sunday, belt with a rope, put on a cap and go graze the geese*» (Hryts' school education, v. 16, p. 182).

Means of expressing speech acts of instruction are the verbs of imperative mood, 2nd person singular *cope*, complex subordinate sentence in the first part of which the father urges the son to act (*when you finish your studies here in the village*), and in the second one shows positive consequences waiting for his son in case he completes the action (*you will go to the city to a larger school and become a priest then*), exclamation *nu (well)*, which is a means of summarizing the conversation: «– *Well, you have to cope with it!* – encouraged the father. – *When you finish your studies here in the village, you will go to the city to a larger school and become a priest then*» (Hryts' school education, v. 16, p. 180).

Speech act of request is expressed by the verb of imperative mood, 2nd person singular *dai-no* (*give me*), which means to transfer from one person to the other [7: 271], complex sentence, the content of which informs the son on the basis for expressing by the father of request of the following content: «*Mister landlord sent someone to me, he tells me to go with his cart*», tender addressing (*Yurunio*), which is the means for softening father's words and shortening the distance between the communicants: «– *Yurunio, give me that sheepskin coat! Mister landlord sent someone to me, he tells me to go with his cart*» (Story of sheepskin coat, v. 18, p. 217).

Father's advice is expressed by means of the verb of imperative mood, 2nd person singular *put* (*legs on shoulders*) and *run*, a verb of indicative mood of future tense *warm*, verb of indicative mood of future tense in combination with negation particle not *will not* and negative pronoun *nothing* which is used for denoting total absence of the article as subject or object [7: 789], tender address son: «– *Put, my son, legs on shoulders and run as fast as possible, you'll get warmer, it will not be bad*» (Story of a sheepskin coat, v. 18, p. 217).

Tactics of teaching. It is expressed by speech act of precaution. Linguistic means: verbs of imperative mood, 2nd person singular *beware*, which points to the fact that the son should be careful and attentive [7: 1492], *watch*, which expresses precaution [7: 247], *keep calm* that instructs on how he should behave signaling about precaution. In the process of communication a father shows a son the possible negative consequences of his action, using idioms *there is a scent of trouble* and *have a heart* that fosters changes in the behavior of a son and defines his further action. Address *son* serves as a means of softening father's words: «– *Son, have a heart, watch, – warned he. – Beware! There is a scent of trouble... Make sure these promises do not suggest some Polish rebel!*' (Hrysts and the landowner, v. 21, p. 225).

Summarizing the above said: on the basis of single out communicative tactics and means of their realization in communication between parents and children, we have followed the interrelation of the social status of the family

(status of family members, their quantity and age) and peculiarities of communication of parents and children.

1. Common tactics in communication parents – children for all types of families: *tactics of questioning, tactics of incentive to perform certain actions and tactics of providing new information.*

2. *Tactics of teaching* characterizes speech of parents to children in village craftsman and poor village families.

3. In village craftsman families parents use *tactics of demonstrating the opposition* and *tactics of calming* that were not used in other families.

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The article describes peculiar features of communication between parents and children in families with different social status, namely in the families of nobility representatives, village craftsmen and poor villagers. The author defines main communication tactics used by parents in the process of communication with children, as well as means of expressing them on lexical, morphological and syntactic levels. Analysis has been performed on the basis of Ivan Franko's stories. The author believes that tactics of *questioning*, *prompting to certain actions* and *providing of new information* are common for all types of families. *Tactics of instructing* characterize the address of parents to children in craftsmen's and poor villagers' families. Tactics of *opposition demonstrating* and *soothing* are used by parents in craftsmen's families.

Key words: family language, communication tactics, speech act, social status, Ivan Franko.

КОММУНИКАЦИЯ РОДИТЕЛИ – ДЕТИ В СЕМЬЯХ С РАЗНЫМ СОЦИАЛЬНЫМ СТАТУСОМ

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Описаны особенности общения родителей с детьми в семьях с разным социальным статусом, а именно: в семье представителей мелкой шляхты, сельских ремесленников и бедных крестьян. Определены основные коммуникативные тактики, которые используют родители в процессе коммуникации с детьми, а также средства их выражения на лексическом, морфологическом и синтаксическом уровнях. Анализ выполнен на основе рассказов И. Франко. Автор считает, что тактики *выспрашивания, побуждения к выполнению определенных действий и предоставления новой информации* являются общими для всех типов семей. *Тактика поучения* характеризует речь родителей к детям в крестьянской ремесленной и бедной крестьянской семьях. Тактики *демонстрирования оппозиции и успокоения* используют родители в крестьянской ремесленной семье.

Ключевые слова: семейная речь, коммуникативная тактика, речевой акт, социальный статус, И. Франко.