

The Role Of Pejorative Units In Literary Discourse In Developing Learners' Communicative Culture

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Abstract

This article examines pejorative units in literary discourse as a means of expressing negative evaluation and an important subject of communicative-pragmatic analysis. It explores their functions in character portrayal, the expression of the author's perspective, and the creation of emotional expressiveness in literary texts. Particular attention is paid to the educational potential of literary discourse in fostering learners' communicative culture, communicative responsibility, and effective communication skills. The study concludes that the analysis of pejorative vocabulary contributes to the development of communicative competence and promotes the conscious use of linguistic resources.

Keywords: pejorative vocabulary, literary discourse, communicative culture, speech behavior, evaluative vocabulary, communicative competence, literary text.

In modern society, the issue of speech culture has become increasingly relevant due to changes in the communicative environment, the expansion of the information space, and the growing role of linguistic personality in interpersonal interaction. The level of learners' communicative culture is largely determined by their ability to use linguistic resources appropriately in different communicative situations, observe the norms of speech etiquette, and recognize the pragmatic consequences of using particular lexical units. In this context, the study of pejorative units is of particular interest, as they represent one of the most expressive means of linguistic evaluation. Pejorative units constitute an important component of the lexical system of a language and serve as a means of expressing negative evaluation, disapproval, ridicule, contempt, or emotional rejection of the object of speech. They are widely represented in various types of discourse; however, their functional and semantic potential is most vividly manifested in literary discourse. Within literary texts, pejorative vocabulary performs not only an evaluative function but also contributes to character development,

conveys the emotional states of fictional characters, reflects social relationships, and expresses the author's perspective.

The relevance of this study lies in the need to foster a high level of communicative culture among learners, which presupposes a conscious approach to the selection of linguistic means and an understanding of their communicative impact. The analysis of pejorative units in literary texts makes it possible to examine negatively marked vocabulary not only as a stylistic device but also as an effective means of developing learners' linguistic awareness and communicative responsibility. Working with literary works enhances students' ability to critically analyze the speech behavior of characters, understand the ethical dimensions of communication, and evaluate the appropriateness of linguistic choices in different communicative contexts.

This issue is of particular importance in the educational process, as literary discourse serves as a significant source for the formation of learners' linguistic personality. Through the analysis of literary texts, students become familiar with diverse models of speech behavior, learn to distinguish between constructive and

destructive forms of communication, and understand the influence of linguistic evaluation on interpersonal relationships. The study of pejorative vocabulary provides deeper insights into the mechanisms of verbal influence and contributes to the development of effective and culturally appropriate communication skills.

The purpose of this article is to examine the functioning of pejorative units in literary discourse and to determine their role in fostering learners' communicative culture. To achieve this objective, the study analyzes the main characteristics of pejorative vocabulary, its functions in literary texts, the linguistic means through which negative evaluation is expressed in the speech of literary characters, and the pedagogical potential of incorporating the analysis of pejorative units into educational practice.

The scientific significance of this study lies in its comprehensive examination of the relationship between the functioning of pejorative vocabulary in literary discourse and the process of developing an individual's communicative culture. The practical significance of the research is determined by the possibility of applying its findings in the teaching of the Russian language, literature, stylistics, speech culture, and other communication-oriented disciplines aimed at developing learners' linguistic competence.

Pejorative units occupy a special place within the system of evaluative linguistic means and constitute an essential component of communicative interaction. Pejoratives are understood as words and expressions with negative emotional and evaluative connotations that are used to express disapproval, contempt, ridicule, humiliation, or a negative attitude toward a person, object, phenomenon, or situation. In literary discourse, such linguistic units possess considerable pragmatic potential and perform a wide range of functions that

extend far beyond merely providing a negative characterization of the object of speech.

A literary text represents a distinctive form of communication in which every linguistic element is subordinated to the author's artistic intention and carries a specific semantic function. Pejorative vocabulary is employed by writers to construct the speech portrait of characters, reveal their psychological traits, social status, value systems, and the nature of relationships between them. Through the use of negatively charged lexical items, the author exposes a character's inner world, emotional state, and attitude toward other people.

For example, literary works frequently contain pejorative units such as *lazybones*, *ignoramus*, *traitor*, *hypocrite*, *coward*, *chatterbox*, *fool*, and *nonentity*. The use of such lexical items enables the author to convey a concise yet expressive negative characterization of a character. When a character consistently employs offensive or derogatory expressions, readers gain insight into that character's moral qualities, level of education, and communicative culture. Conversely, a character who avoids harsh judgments even in situations of conflict demonstrates self-restraint, respect for interlocutors, and the ability to regulate personal emotions.

Another important function of pejorative vocabulary in literary discourse is the creation of emotional expressiveness. Negatively charged words intensify the emotional impact of a literary work, making the depicted events more vivid and convincing. Authors employ pejorative expressions to portray conflicts, tense situations, the inner struggles of characters, and the dramatic nature of events. As a result, readers perceive the emotional atmosphere of the work more deeply and better understand the motivations underlying the characters' behavior.

Pejorative units play a particularly significant role in the dialogic speech of literary characters. It is within dialogues that the communicative behavior of characters, their attitudes toward one another, and their level of speech culture are most clearly revealed. In conflict situations, characters may resort to offensive nominations, derogatory descriptions, or ironic remarks. For example, utterances such as "*You understand nothing*," "*You're so stubborn*," and "*You're behaving like a child again*" not only express negative evaluation but also function as instruments of psychological influence on the interlocutor. The analysis of such statements makes it possible to identify the communicative strategies employed by participants in interaction and to determine the degree of their verbal aggressiveness.

It should also be noted that pejorative meaning may be conveyed not only through individual lexical items but also through fixed expressions, metaphors, similes, idioms, and context-dependent evaluative devices. In literary discourse, negative attitudes may be expressed through phrases such as *empty-headed*, *a heart of stone*, *a pathetic sight*, and *a person without a conscience*. In such cases, negative evaluation becomes more figurative and emotionally expressive. The use of these constructions enhances the artistic expressiveness of the text and contributes to a deeper representation of the author's perspective.

From a pragmatic perspective, pejorative units perform the function of verbal influence. They are capable of affecting the emotional state of the addressee, eliciting particular reactions, and shaping readers' attitudes toward characters or the events being described. Authors deliberately employ negatively charged vocabulary to guide readers' interpretation, emphasize the moral qualities of characters, and communicate their own evaluation of the

events portrayed. Consequently, pejorative units become an important instrument for realizing the communicative intention of a literary work.

The study of pejorative vocabulary is of particular interest in the context of developing learners' communicative culture. Through reading and analyzing literary works, students encounter diverse models of speech behavior and gain the opportunity to evaluate the consequences of using negatively charged vocabulary in interpersonal communication. Literary texts function as a unique communicative laboratory in which various situations of verbal interaction, conflict, cooperation, and emotional influence are represented.

Working with pejorative units contributes to the development of learners' linguistic reflection. By analyzing the speech of literary characters, students learn to identify the communicative purpose of an utterance, recognize implicit evaluations, and understand the impact of words on the emotional state of the interlocutor. For example, discussing a conflict dialogue between characters enables students not only to characterize the participants but also to reflect on issues of speech etiquette, respectful communication, and responsibility for one's words.

The comparison of constructive and destructive models of communication is of considerable educational value. Literary works frequently depict situations in which rudeness, ridicule, humiliation, or verbal aggression lead to the breakdown of interpersonal relationships. Analyzing such episodes helps learners recognize the negative consequences of verbal aggression and appreciate the importance of adhering to the principles of communicative culture. At the same time, students are introduced to examples of respectful communication based on mutual understanding, tact, and the ability to

express disagreement without resorting to offensive language.

Another essential aspect is the development of a critical attitude toward language. In today's information-rich environment, learners encounter various forms of negative evaluation on social media platforms, in online comments, media discourse, and everyday communication. Studying pejorative vocabulary through literary texts helps develop the ability to critically perceive linguistic information, distinguish between reasoned criticism and verbal aggression, and resist the manipulative use of language. It should also be emphasized that literary discourse provides extensive material for investigating the social and cultural dimensions of pejorative language. Negative evaluation is always connected with a society's value system, historical context, and cultural perceptions of acceptable forms of communication. Therefore, the analysis of pejorative vocabulary contributes to the expansion of learners' sociocultural competence, promotes a deeper understanding of the national linguistic worldview, and enhances awareness of the patterns underlying the development of speech culture.

Thus, pejorative units in literary discourse perform important communicative, pragmatic, emotional-expressive, and educational functions. They serve not only as a means of character portrayal and the expression of the author's evaluation but also as an effective tool for fostering learners' communicative culture. The study of negatively charged vocabulary in literary texts contributes to the development of linguistic competence, communicative responsibility, critical thinking, and culturally appropriate communication skills, all of which are of particular importance in the context of contemporary education.

The findings of this study demonstrate that pejorative units constitute an important

element of the linguistic system and possess considerable communicative and pragmatic potential. Within literary discourse, pejorative expressions perform a variety of functions: they contribute to the characterization of literary figures, convey the emotional states of characters, express the author's evaluation of events, and enhance the artistic expressiveness of the text.

The analysis of literary works demonstrates that the use of pejorative vocabulary is closely associated with revealing the inner world of literary characters and the distinctive features of their speech behavior. Through negative evaluations, derogatory characterizations, and emotionally charged utterances, authors portray social relationships, moral values, and the communicative strategies of their characters. Consequently, pejorative units serve as an important means of character construction and provide deeper insight into the conflictual nature of interpersonal communication.

The study of pejorative vocabulary is of particular significance in the educational process. The analysis of literary texts enables learners to develop the ability to examine evaluative linguistic devices, understand their communicative functions, and recognize the consequences of verbal influence. Examining conflict-based communicative situations promotes the development of respectful communication, communicative responsibility, and the appropriate use of linguistic resources.

Literary discourse offers extensive opportunities for fostering learners' communicative culture. The analysis of characters' speech behavior helps students distinguish between constructive and destructive patterns of communication, evaluate the appropriateness of evaluative language, and master the principles of speech etiquette. Through engagement with literary texts, learners develop critical

thinking, linguistic reflection, and the ability to consciously regulate their own communicative behavior.

The study of pejorative units in literary discourse contributes not only to a deeper understanding of the functional potential of language but also to the development of learners' communicative competence. A thorough understanding of the mechanisms of linguistic evaluation, emotional influence, and verbal aggression promotes a higher level of speech culture, which is essential for effective communication in contemporary society. The findings of this study confirm the significance of literary texts as an effective means of language education, moral development, and the formation of communicatively competent individuals.

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