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1) ; 2) « » ; 3) ; 4) . ^

(,), : « ? / ? / , / » (, . 9); « / / , / » (, . 43).

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[8, . 118].

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[10, . 105],

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[11, . 103-104], [j'],

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The Pragmatic and Pedagogical Potential of the Communicative Space in Folk Lullaby

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Abstract

Linguistic, socio-cultural, communicative, and cognitive characteristics of the folklore discourse were studied based on the folk lullaby texts in order to identify the nationally driven informative “stimulus” of the cultural and historical context that determines the unified communicative and pragmatic space of lullabies. Through descriptive, comparative, and stylistic analysis, the texts of lullabies were considered as a cultural and historical “code” translating the most important attitudes, which are essential for the successful socialization of a child. It was shown that the folk conceptual framework is based on four semantic units. It was proved that lullabies have aesthetic, emotional, and pedagogical influences on children’s consciousness through both verbal and non-verbal communicative tools. As a result of the analysis of the textual and non-textual characteristics of lullabies, it was concluded that this genre is a universal source of the age-old knowledge and experience for children, which guides them to the world of adults.

Keywords: folklore discourse, folk lullaby, text pragmatics, folklore language

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