

PSYCHOLINGUISTIC TYPOLOGY OF ADVERTISING TEXTS AIMED AT CHILDREN**Eshboltayev Bobur Jo‘rayevich**

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Abstract. Advertising texts aimed at children represent a distinct type of persuasive discourse that combines linguistic simplicity, emotional appeal, and cognitive accessibility. This article proposes a psycholinguistic typology of children’s advertising texts based on dominant mechanisms of influence, including emotional stimulation, cognitive engagement, behavioral motivation, and social identification. Drawing on psycholinguistic theories of language perception and child development, the study classifies advertising messages according to their primary impact strategies. The analysis demonstrates that children’s advertising discourse systematically exploits age-specific cognitive and emotional characteristics, making psycholinguistic typology a valuable framework for understanding the effectiveness and ethical implications of advertising aimed at young audiences.

Keywords: children’s advertising, psycholinguistics, advertising discourse, typology, persuasive strategies, language influence

Introduction. In contemporary media environments, children have become an important target group for advertising communication. Unlike adults, children possess limited critical thinking skills and heightened emotional responsiveness, which makes them particularly vulnerable to persuasive language. As a result, advertising texts aimed at children are carefully constructed to align with children’s psycholinguistic development.

Psycholinguistics, which studies the relationship between language and mental processes, provides a useful theoretical framework for analyzing how advertising messages are perceived and processed by children. The present article seeks to develop a psycholinguistic typology of children’s advertising texts by identifying the dominant mechanisms through which language influences children’s cognition, emotions, and behavior.

Theoretical Framework of Psycholinguistic Typology. Psycholinguistic typology refers to the classification of texts based on the psychological and cognitive processes they activate in the recipient. In children’s advertising, linguistic choices are shaped by developmental factors such as limited attention span, concrete thinking, and emotional sensitivity.

According to psycholinguistic theories, language influences individuals on several levels: emotional, cognitive, motivational, and social. Advertising texts aimed at children often prioritize emotional and motivational levels over rational argumentation. This typological approach allows for a systematic understanding of how different advertising texts function within children’s mental processing systems.

Main Types of Children’s Advertising Texts

Emotion-Oriented Advertising Texts. Emotion-oriented advertising texts primarily aim to evoke positive emotions such as joy, excitement, fun, and affection. These texts frequently employ expressive vocabulary, diminutive forms, sound symbolism, and repetition. From a psycholinguistic perspective, emotional stimulation enhances attention and memory, making such advertisements particularly effective for young children.

Cognition-Oriented Advertising Texts. Cognition-oriented advertising texts focus on informing children about product features in a simplified and accessible manner. These texts use short sentences, basic vocabulary, and concrete descriptions. Visual and verbal cues are combined to support comprehension. Although cognitive influence is less dominant in children's advertising, it plays a role in shaping basic product awareness.

Behavior-Oriented Advertising Texts. Behavior-oriented advertising texts are designed to motivate immediate action, such as asking parents to buy a product. Imperative forms, modal verbs, and persuasive phrases like "try now" or "don't miss out" are common. Psycholinguistically, such texts rely on suggestion and repetition to encourage habitual responses.

Social Identity-Oriented Advertising Texts. This type of advertising appeals to children's desire for social belonging and identity formation. Language emphasizing friendship, popularity, and group acceptance is frequently used. By presenting products as symbols of social inclusion, these texts influence children's self-perception and social behavior.

Psycholinguistic Mechanisms of Influence. Children's advertising texts activate several psycholinguistic mechanisms simultaneously. Repetition reinforces memory traces, emotional language triggers affective responses, and simplified syntax reduces cognitive load. Furthermore, the use of narrative elements and characters facilitates identification and empathy.

These mechanisms function subconsciously, which raises ethical concerns regarding the extent to which children can resist persuasive messages. Understanding psycholinguistic typology helps researchers and educators evaluate the potential impact of advertising on child development.

Conclusion. The proposed psycholinguistic typology of advertising texts aimed at children highlights the systematic nature of linguistic influence in advertising discourse. By classifying texts according to their dominant mechanisms—emotional, cognitive, behavioral, and social—the study demonstrates that children's advertising is strategically designed to align with developmental characteristics. This typology provides a theoretical foundation for further empirical research and contributes to discussions on responsible and ethical advertising practices.

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