

## **SOCIOPRAGMATICS OF SIMPLE SENTENCES**

Djamalutdinova Barno Ramzitdinovna

English Teacher of the National Institute of Fine Art and Design  
named after Kamoliddin Bekhzod

### **ANNOTATION**

The article deals with the study of paradigmatic forms of simple sentence models in English.

**Keywords:** sociopragmatics, linguistics, language, speech, simple sentence, structure and semantics, sentence paradigm, models, morphological paradigm.

### **INTRODUCTION**

Sociopragmatics associated with rules and conventions for situational, cultural, and socially acceptable use of language. Emphasizing the unity of language and culture, the sociopragmatic direction involves the conceptualization of the relevance of the linguocultural context to prevent pragmatic failure, which is professionally significant for bachelors of linguistics.

The appropriateness of using language as a key component in the communication process is explored in the works of many authors in the scientific literature, defining pragmalinguistic failures as an indicator of linguistic gaps, while sociopragmatic failures are the result of a lack of sociocultural knowledge and understanding of appropriate linguistic behavior. Sociopragmatic failures can be caused by the interference of the native language due to the application of one's own language norms in the process of communication in a foreign language or when interacting with members of the target language society.

The key element of sociopragmatics, from the point of view of modern Western linguists, is the language of speech formulas, which allows to achieve the desired effect in a speech situation. Despite the recognition of its importance, the language of speech formulas shows itself as a hard-to-control concept due to the lack of consensus on the definition of the very concept of "language of speech formulas" and its components. There are numerous options for describing the aspect of the formality of the language, and, despite the fact that many researchers, in fact, talk about some kind of patterning of the language, a definite unambiguous understanding has not developed.

Exists over 60 terms describing \_ formula essence languages : chunks – clichés – constructions – collocations – composite – fixed expressions – formulaic language – fossilized forms – lexical(ised ) phrases – phrasemes – prefabricated patterns – prefabs – set-expressions – ready-made units – stereotyped phrases – etc. Alone researchers focus his Attention on the verbosity (multi-word units, multiword chunks), others emphasize sustainability expressions (fixed expressions, frozen phrases), third consider them in context phraseology (phrasal vocabulary, routine formulas), fourth give basic Attention psycholinguistic aspect - how way stored And retrieved from memory data units (prefabricated chunks). Many researchers use these terms as synonyms, without going into the difficulty of accurately defining concepts . Existing approaches to the definition of speech formulas, on the one hand, emphasize the conventionality of use, being generally accepted phrases in a certain situation, on the other hand, they are considered from the position of mental processing, which are stored in memory as a single

element. Thus, despite the differences in approaches, there is a common understanding that speech formulas are generally accepted phrases and expressions that are retrieved from memory as a single element.

Due to the fact that researchers interpret the concepts of the language of speech formulas in different ways and there is no consensus on what can be considered its components, foreign literature presents various data on the number of formula units in the language - from 52% to 80%, however, most researchers avoid indicate exact figures and agree that at least a third of the language belongs to the formulaic language.

When analyzing the study on the essence of the language of speech formulas, comprehending such concepts as "accelerated information processing", "acceptability", "reliability", a direct relationship was established between the use of speech formulas, which opens up the possibility of speech production at a level close to that of a native speaker, and fluency speech. In a broad sense, fluency is defined as the ability of a person to use language to express meaningful thoughts in various semantic and grammatical forms, using appropriate intonation with ease without excessive or unnatural hesitation and pauses. Retrieving whole sentences and speech formulas directly from long-term memory can help avoid slowing down the process of creating utterances compared to generating a sentence from syntactic rules.

An analysis of many years of research shows that sociopragmatics is crucial for the production of fluent speech and plays a key role in the process of activating speech.

The sociopragmatic approach, which is a consequence of the integration of various linguistic approaches, aims to teach a foreign language, aimed at the appropriate use of linguistic means and the fluent use of a foreign language in a specific speech situation. The socio-pragmatic skills of foreign language learners for professional purposes should include not only linguistic and communicative competence, but also the successful use of pragmatic principles and socio-pragmatic elements, such as, for example, speech situational phrases and expressions, idioms, collocations .

The key concepts of the socio-pragmatic approach are the following concepts: "appropriateness of the use of linguistic forms", "socio-pragmatic skills", "socio-pragmatic abilities", "speech formulas".

The sociopragmatic approach is based on the principles of foreign language pragmatics, the principle of cooperation, the theory of politeness, the theory of speech acts, functional, communicative, lexical approaches, and the ideas of pragmatic pedagogy.

The use of a sociopragmatic approach in teaching a foreign language to bachelors of linguistics takes into account the special need to expand the functional field of the language and integrate linguistic knowledge in a dynamic aspect in a real speech situation, and therefore is based on certain principles.

## **1. The Principle of Functionality**

The functional principle contributes to the solution of communicative tasks in specific conditions in the process of communication. It is focused on the use of linguistic material within the established context and a given speech situation. According to this principle, linguistic phenomena are analyzed from the point of view of their functional significance. The function is

understood as situational communication skills, specific, detailed speech acts, illocutionary acts, types of discourse.

## **2. The principle of situationality (or modeling of speech situations)**

The principle of situationality means that learning to produce speech occurs with the help of certain situations to solve the problem of communication. Educational-speech situations allow simulating the natural conditions of communication, activate conversational formulas, speech-thinking activity, fix attention on certain language structures.

## **3. The principle of interiorization of language experience**

"Interiorization" means "transition from outside, inside" (from Latin *interior* - "internal"). The main idea of this process is that as a result of the transfer of external forms of activity through the process of internalization in the mental plane, they become conscious internal processes. As a result of the process of internalization, a kind of recoding of linguistic structures occurs in the process of comprehension.

The principle of internalization in the sociopragmatic approach is realized through the assimilation of speech formulas in the sense that they are lexicalized, stored and retrieved as meaningful wholes, and over time the concepts they represent are built into long-term memory. If a lexical element occurs for the first time, it falls within the range of declarative knowledge, but upon repeated study and repeated socio-pragmatic contextual stimuli, speech formulas turn into integral elements in long-term memory, becoming procedural knowledge. Procedural knowledge, or knowledge about how to do something, is likely to be automated much faster than declarative knowledge, or knowledge about something. Automation, or procedural processing of formulas, can be seen as part of their transition into inner speech.

As a mandatory structural-semantic minimum, an elementary simple sentence is a sufficient communicative unit capable of nominating a separate situation (event) in the process of communication. However, in real English speech, such sentence structures are very rare. Observations show that in speech, as a rule, either truncated, reduced forms are used (especially in dialogic speech), or extended, extended and complicated propositional structures, not to mention various polypredicative constructions.

Within the framework of this work, of particular interest to us are topical questions about how and in what way elementary simple sentences are normally embedded in a coherent text. It is clear that the text (coherent speech) in no case appears to us as a simple sum of elementary simple sentences. In this case, the processes of speech production and / or the functioning of the language would be much simpler than what it really is.

At first glance, it might seem that in the context of the chosen topic, one could confine oneself only to the consideration of the structure and semantics of an elementary simple sentence, its formal and meaningful organization. But taking into account the structural and semantic potencies of the model, the valence properties of its constituent component - the predicate, we believe that the elements of the mechanism for the entry of elementary simple sentences into the fabric of a coherent text (speech) by transforming their form and semantics are already embedded in the model of a simple sentence. Therefore, in our opinion, the issues of such a modification of elementary simple sentences cannot be ignored.

Today, the concept of "supply paradigm" remains relevant, and its use requires its own argumentation and justification. On the other hand, without this concept, a modern syntactic description will no longer meet the necessary requirements.

Elementary simple sentences, organically integrating according to the rules of the English language into the fabric of coherent speech (text), naturally begin to change according to these same rules. It is logical to assume that the patterns of modification of elementary simple sentences follow from the nature of the main grammatical meaning of the sentence - the content of the category of predication. Violation of such rules leads to errors. A gross violation - to a distortion of the meaning of speech. However, in order for the participants in the communicative process not to violate these rules, they need to be within some pre-established patterns, algorithms for such changes in elementary simple sentences. We will call such modifications forms of elementary simple sentences, and their subsystem - their paradigm.

The term "paradigm", actively used in modern linguistics, comes from the Greek word with the meaning "sample, model". This concept, as applied to a sentence, is a concept that complements, along with the concept of a structural-semantic model, or an elementary simple sentence, our holistic view of the simple sentence system as the core of the syntactic system of the English language. It allows the researcher to form an idea of the system not as a static collection of essential language units, but as a functioning mechanism with its own algorithms and patterns. The sociopragmatic approach, despite the formation of terminological tools and the fragmentation of its presentation in scientific research, reflects the importance of the relationship of sociopragmatic content, linguistic forms and norms of speech communication adopted in the language community.

## **LITERATURES**

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