PRAGMATICS AND SPEECH ACT THEORY

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INTRODUCTION

The steady development of science and technology in general, and linguistic science in particular, is linked not only to the resolution of current scientific problems, but also to state features such as internal and foreign policy, and the upkeep of state educational standards, all of which are generators of progress in a social and economic society. It creates a civilization that can easily adapt to the modern world.

In a person's life, communication is one of his main needs, since it is connected with the very essence of a person as a social being. The life success of individuals and society as a whole largely depends on their communication tools and communication skills.

MATERIAL AND METHOD

In contemporary linguistics and language philosophy, pragmatics is one of the most active and fast expanding fields. It's also become a hot issue in cognitive science, artificial intelligence, informatics, neurology, language pathology, anthropology, and sociology in recent years. But, exactly, what is pragmatics? Pragmatics is the study of language in use in a wide sense. However, such a definition may be too broad and ambiguous to be useful. This is due to the fact that pragmatics is a particularly complicated subject with a wide range of academic influences and few, if any, defined boundaries.

Pragmatics, as a modern discipline of linguistic study, has its roots in language philosophy. The philosophers Charles Morris, Rudolf Carnap, and Charles Peirce worked on it in the 1930s, and it has philosophical foundations. Morris, for example, was influenced by Peirce and provided a triple split of semiotics—a comprehensive science of signs—into syntax, semantics, and pragmatics. Syntax is the study of the formal relationship between two signs, semantics is the study of the relationship between signals and what they indicate, and pragmatics is the study of the relationship between signs and their users and interpreters, according to this classification.

Pragmatics is a branch of linguistics. It may be described as the study of spoken language or the investigation of utterances' hidden meaning. The link between what the speaker means by an utterance and what the listener infers from it is the subject of pragmatics. Pragmatics are concerned with the meaning of words in context. Understanding the meaning is the foundation of communication; without it, we cannot connect with one another. In language forms, hidden meaning plays a crucial role. As a result, numerous linguists and scholars have been interested in pragmatics and have attempted to examine it from many viewpoints under the pragmatics umbrella. The philosopher Charles Morris is credited with the theory of pragmatics, which was followed by Austin, Searle, and H.P. Grice, who drew an intention to the context before meaning. Morris identified three schools of study: syntax, which is concerned with how words are combined to produce sentences, semantics, which is concerned with the meaning of words

and sentences in their explicit form, and pragmatics, which is concerned with the meaning beyond the form of language.

RESULTS AND DISCUSSIONS

Pragmatics, one of the applied branches of linguistics, studies language units in close connection with the communicative intention of the speaker and the speech situation. The main purpose of pragmalinguistics is to increase the effectiveness of speech activities, the communicative effectiveness of speech to the listener. Pragmalinguistics therefore focuses on issues such as communicators, linguistic and non-linguistic factors of speech, and the development of effective methods of speech activity.[1]

Although several scholars have been working in Uzbek linguistics so far, the development and beginning of pragmalinguistic research Safarov's contributions are enormous. Since the 1980s, Uzbek scholars and linguists have been focusing on this issue. His handwriting in the field of pragmalinguistics has been instrumental in exploring the views and opinions of scholars around the world in this field, exploring similarities and contradictions, and establishing a bit of common sense.

The scholar's long-term research and conclusions in the field of pragmalinguistics are as follows: These rules are studied as a context in a broader sense, relative to the conditions of communication. The analysis of linguistic phenomena in this way allows us to identify the barriers and limitations of their application in this or that environment. The main idea of linguistic analysis is also to determine the nature of language in relation to its application in practical activities, or in other words, in the context of the function it performs. The concept of function is the basis of a pragmalinguistic approach to language analysis.[2]

The main goal of pragmalinguistics is to use less effort and be more effective, that is, to make an impact on the listener, using all the linguistic and non-linguistic factors present in the speech-discourse under certain conditions and to be influenced by the idea being expressed by the speaker.[3] It is undeniable that the concept of communication is much broader than the concept of speaking. In contrast to speaking, when people who have the ability to communicate can interact with others and will be able to receive such skills:

1) Understanding and acceptance;
2) Respect the opinion of people around;
3) They will be able to be patient and polite when talking to others.

This means that communication is not just about speaking, but also about listening, understanding, speaking politely, expressing one's thoughts in writing in accordance with the norms of literary language, and being polite when speaking.[4]

In my country, special attention is paid to the study of foreign languages. Several works has been done and the efforts made in this regard are commendable. However, it should be noted that in any language there are norms of etiquette and politeness. In this regard, F. Aminova in her dissertation emphasizes the importance of developing students' ability to communicate in their native language and create a text of communication from an early age. According to Tune, the acquisition of these skills results in the student:

1) Be able to meet the needs of expressing your personal opinion.

2) They develop the skills of demanding and rejecting, designing the ideas to be expressed, consistent systematization

3) Have the skills to challenge or accept the views of the interlocutor.

4) Cultural greetings, expressions in the heart, thoughts, farewell skills

5) Explore the exchange of information with their interlocutors, the objects to which they are sending letters

6) There is a feeling of empathy and help for the interlocutors [5]

Having pragmatic knowledge not only makes foreign language learners 'speech natural, but also prevents misunderstandings with other language representatives and native speakers.[6] Appropriate use of speech acts is important to be an integral part of the process for students learning English as a foreign language. Because language is not only about speaking and writing, but also about understanding the inner meaning.

Thus, pragmatics is considered as the linguistics of speech in a wide sense, including sociolinguistics, psycholinguistics, and other fields of linguistics linked to the functioning of language in society. Pragmatics responds to the query, "What do you wish to communicate with this word?" As a result, one of the most important areas of this discipline is the theory of speech actions, which is founded on the notion of speech before language[7]

The notions of Speech act theory were first foreshadowed/predicted in Ludwig Wittgenstein's theories on language games. J.L. Austin's main concepts of Speech act theory, developed in the late 1930s, were articulated in his Oxford lectures in 1952–1954.

Austin (1962) distinguishes three elements (facets) of a speech act in order to explain utterances:

1) The locutionary act - the act of saying something; the act of expressing a phrase only for the purpose of producing a meaningful linguistic statement.

2) the illocutionary act — what you're doing when you talk; an act done by a speaker by uttering certain words, such as commanding, promising, or threatening.

3) the perlocutionary act - the impact of what you say; an act of speaking or writing that has an action as its goal but does not accomplish or constitute the action in and of itself, such as persuading or convincing.

Can speech acts be classified, and if so, how? J. Austin singles out the following speech acts:

Exercitives (acts of exercising power) for example: I order, advise, encourage, etc.

Verdicts or "judgmental acts" containing a judgment about something, for example: I think, evaluate, believe, etc.

Commissions (acts of obligation) for example: I undertake, I promise, I give my word, etc.

Behabitives (formulas of social etiquette, usually expressing a reaction to the behavior of other people) for example: congratulations, I apologize, I take my words back, etc.

Expositives (acts-explanations) for example: I answer, object, agree, etc.

All of these categories of speech actions, on the other hand, were of a general character and did not provide for the selection of some specific speech acts.

 J. Searle, a disciple of J. Austin, draws on his predecessor's theories. He differentiated the illocutionary and prepositional components of a speech and offered a more unified taxonomy of illocutionary acts:

representative or assertive - statements expressing the speaker's belief in the truth of his propositional content;

directives - statements in which the speaker tries to persuade the listeners to take some action;

commissives - statements in which the speaker assumes certain obligations regarding the subsequent course of events;

expressives - statements denoting the speaker's mental state in relation to something;[8]

declarations - statements, the use of which the speaker tries to persuade the listeners to perform.

D. Vanderveken in the monograph "Speech Acts" puts forward the main position that illocutionary acts are the main units of meaning in the use and understanding of language. According to him, expressive illocutionary verbs are called illocutionary forces, the purpose of which is the expression of the mental states of the speaker. It is, first of all, joy, approval or dissatisfaction. [9]

For example:

I express my regrets to you about this. Alternatively, I express my gratitude to you (gratitude). In addition to verbal means of expressing mental states, the communicant may resort to the use of non-verbal means of expression. For example, joy can be expressed with a smile, laughter.

Consider the classification of speech acts by D. Wunderlich, where the researcher differentiated speech acts according to their functions:

representatives: approval, statement, reports, descriptions, explanations, assurances;

directives: promptings, requests, orders, instructions, orders, instructions, normative acts;

commissions: promises, announcements, threats;

declarations: names, definitions, appointments, sentences, setting the agenda, opening the meeting;

erotatives: questions;

satisfactions: apologies, gratitude, justifications, excuses;

retractives: statement about the ability to fulfill a promise, clarification about a previously made statement, permission;

vocatives: appeal, call

This typology of communicative-intentional types of statements largely coincides with the classification of J. Searle.

The five categories of speech acts are described in further detail below.

Representatives (or assertives; the constatives in Austin's original performative/constative duality) are speaking actions that bind the speaker to the truth of the communicated proposition and hence have truth-value. They convey the speaker's viewpoint. Asserting, claiming, concluding, reporting, and saying are examples of paradigm instances. For example:

"Paris is the capital of France."

"I watched a great documentary last night."

Directives are speech actions in which the speaker is attempting to persuade the addressee to do something. They convey the speaker's desire for the addressee to take action. Advice, commands, orders, queries, and requests are examples of paradigm cases. For example:

"Pass me the salt please."

"You should not drink that!"

Commissives are spoken actions that bind the speaker to a certain future course of conduct. They express the speaker's desire to take action. Offers, pledges, promises, refusals, and threats are examples of paradigm situations. For example:

 "I'll see you at 6 tomorrow"

"I do!"

Expressives are speaking acts that indicate a speaker's psychological mood or condition, such as joy, grief, or likes/dislikes.

Apologizing, blaming, applauding, praising, and thanking are examples of paradigm cases. For instance:

"I'm so sorry about yesterday."

"I really appreciate your help."

Declarations (or declaratives) are spoken actions that cause instantaneous changes in the existing condition of circumstances. They are referred to as 'institutionalized performatives' since they rely on sophisticated extralinguistic structures for their successful performance. The speaker affects changes in the reality by executing this sort of speech act; that is, he or she creates a correspondence between the propositional content and the world. Bidding in bridge, declaring war, excommunicating, discharging from work, and nominating a candidate are all examples of paradigm situations. For instance:

"I now declare you husband and wife."

"You're fired!"

CONCLUSIONS

Some of these new classifications are formulated in formal/grammatical terms, others in semantic/pragmatic terms, and still others on the basis of the combined formal/grammatical and semantic/pragmatic modes. Among all of these classifications, Searle's typology of speech acts remains the most influential. This is because it rests upon a clear and rich conceptual framework.

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