Bobajonova Mavzhuda Toshpulatovna

Senior Lecturer at the Department of Uzbek and Foreign Languages

Namangan State Pedagogical Institute

THEORY OF SPEECH ASSETS AND THE BASIS OF THE COMMUNICATIVE APPROACH TO EDUCATION

Annotation: The article examines the key provisions of the theory of speech acts. The author traces the formation of the theory of speech acts as a science. The main classifications and models of speech acts are presented. A speech act is interpreted as the production of a specific sentence for the implementation of a certain communicative intention in certain conditions of communication.

Key words: speech act, act of reference, act of predication, act, intention, addressee, addressee, communicative code, proposition.

Аннотация:в статье рассмотрены ключевые положения теории речевых актов. Автор прослеживает становление теории речевых актов как науки. Представлены основные классификации и модели речевых актов. Речевой акт трактуется как производство конкретного предложения для реализации определенного коммуникативного намерения в определенных условиях общения.

Ключевые слова: речевой акт, акт референции, акт предикации, акт, интенция, адресат, адресант, коммуникативный кодекс, пропозиция.

Izoh: Maqolada nutq aktlari nazariyasining asosiy qoidalari ko'rib chiqiladi. Muallif nutq aktlari nazariyasining fan sifatida shakllanishini kuzatadi. Nutq harakatlarining asosiy tasniflari va modellari keltirilgan. Nutq akti muloqotning muayyan sharoitlarida ma'lum bir kommunikativ niyatni amalga oshirish uchun muayyan jumlani ishlab chiqarish sifatida talqin etiladi.

Kalit so'zlar: nutq akti, murojaat akti, predikatsiya akti, harakat, niyat, adresat, adresant, kommunikativ kod, taklif.

Currently, linguistics is characterized by the expansion of its traditional object, including various aspects of human behavior in the process of communication. As a result, the structures of language appear to the researcher not only in the context of their own language as such, but also in the broad context of communication, in the area where speech works function, in other words, in speech activity.

Note that even V. von Humboldt [izb Trudy, 1984, p.78] emphasized that language should be considered not as a dead product, but as a creative process: "language is not a product of activity, but activity."

In the first half of the 20th century, linguistics for a fairly long period was focused on the study of one of the two dialectically interrelated sides of language – the language system, but since the second half of the 1960s, the attention of linguists has increasingly begun to occupy the second side of this dialectical unity – speech activity.

It is precisely these elements of the structural scheme of message transmission that determine the linguistic form of the message. Each of the above-mentioned components is assigned a separate function performed by it in the process of communication, namely: expressive, poetic, conative, abstract, phatic and metalinguistic. Each speech message is understood as a means of expressing the

addressee's thoughts (conative function), while the speech message is appropriately framed (poetic function) and filled with real content (abstract function). The message contains, in addition, means for organizing communication (a phatic function) and organizing text (a metalinguistic function). R. Jacobson's scheme was the first designer of the process of speech communication. However, the researcher did not take into account such a component of the speech act as the targeted effect of the addressee on the addressee through a speech message.

There are three aspects or three different acts performed by speakers) the act of actually pronouncing a sentence (a locative act); b) a propositional act (including the act of reference – attracting certain objects to the area of consideration, and the act of predication – attributing properties to these objects); c) an illocutionary act (for example, the expression of an assertion, promise, request, gratitude; giving an order, advice, asking a question – in short, the realization of the speaker's communicative intention).

Developing the ideas of J. In his classification, J. Searle identifies five types of speech acts based on twelve criteria. As the main ones, J. Searle defines the first three differential signs:

• differences in the purpose of this act (the goal is characterized as an attempt by the speaker to ensure that the listener does something), and the goal is only part of the illocutionary force: so, for example, the illocutionary purpose of requests is the same as that of orders, but their illocutionary forces are different;

• differences in the direction of adaptation between words and the world – some illocutions, as part of their illocutionary purpose, strive to make words correspond to the world; other illocutions are associated with the goal of making the world correspond to words. Statements, for example, fall into the first category, promises and requests fall into the second;

• differences in pronounced psychological states – by performing any illocutionary act with some propositional content, the speaker expresses some of his attitude regarding this propositional content.

A sentence is a unit of a language system and can be adequately described without going beyond that system.

An utterance is a speech work created during a speech act, which has the form of a sentence and is considered in the context of this speech act. The utterance is built as a hierarchy of structures: the top is formed by a communicative-pragmatic plan, the semantic structure is subordinated to it, together they make up a plan of content; the plan of expression is represented by a phonological structure; between the plan of content and the plan of expression is a lexico-grammatical plan.

A speech act is the production of a specific sentence for the realization of a certain communicative intention in certain communication conditions.

The sentence is considered together with a typical speech act, in which it is natural to use it, since the essential components of the meaning of the sentence are revealed only in the context of communication, which requires a theoretical transition from sentence to utterance. Thus, the traditional division of sentences into narrative, interrogative, motivational is a division from the point of view of the purpose of a sentence for its use in a speech act about one or another illocutionary force.

The theory of speech acts brings to the fore an utterance embodying the features of a sentence (as a logical and semantic structure) and containing the characteristics of an illocutionary act in the process of which it is produced. The transition to the study of utterance is possible when the orientation towards structurality is changed to the orientation towards communication.

Another approach to the problem assumes that the illocutionary force is encoded in the logical structure of the sentence in the form of a predicate reflecting the direct purpose of the utterance. For example, the sentence "Close the window", when presented in such a logical interpretation, would contain the predicate "want" and in expanded form would look like this: "I want you to close the window." The diametrically opposite point of view is the statement "that the semantic and syntactic properties of a sentence as a unit of language outside speech can determine the use of a particular sentence in a particular type of speech act."

Examples are found that confirm both one and the other point of view on the problem. For example, the sentence "Enter!" with its semantic and syntactic parameters suggests its use in a directive speech act, and this confirms the position of D. Gordon and J. Lakoff. But, for example, a sentence such as "Blows", having a formal purpose for a representative (an indicative form), is successfully used as a request to "Close the window / window". The study of speech uses of the second type led to the creation of a theory of indirect speech acts, which examines the patterns of translation from direct literal meaning directly to speech meaning. However, according to D. Vandervecken's remark, "the meaning of each sentence includes that part of it that can be used to produce literal definite forms of illocutionary acts." That is, any sentence (taken relative to any possible context of the utterance) literally expresses some illocutionary act. This illocutionary act, no matter how it is performed in this context, is a primary speech act, i.e. an act that the speaker would try to carry out if he used only one sentence in this context. The study of the secondary indirect functions of the sentence is impossible without first determining their direct illocutionary purpose. Therefore, the condition for the development of the theory of indirect speech acts is to solve the question of how to determine the literal communicative meaning and, in particular, the problem of dependence between the syntactic form, semantics of a sentence and its functional feature. A. Davison characterizes the problem as follows: "What is the relationship between the meaning of a perfomative verb and the meaning of its compliment? (the performative verb here is a lexical indicator of illocutionary purpose, "compliment" is a propositional content). How is a compliment defined by a verb and how can the illocutionary force be derived from the compliment itself? What is the relationship between syntactic form and illocutionary force?" The theoretical justification of the possibility of solving the problem put forward is based on the position of the systemic organization of language not only in the level hierarchy of its units, but also the consistency to reflect the meanings. The transfer of information from one individual to another is possible only through the use of regular and typical (repeatable) structures. Otherwise, each new speech communication would have to be created by new means.

For the previously proposed tasks, it seems advisable to distinguish between the author's intentions, manifested in a situational context, and intentions fixed in linguistic forms and meanings. N.I. Formanovskaya [Rus. speech etiquette, M.1982, pp.59-62] in this regard distinguishes the intentional meaning and the intentional semantics of the utterance. If in the language system the sentence "There is not a cloud in the sky" has a representative character from the semantic side, then in the context of communication, being an actualized statement, it can receive additional meaning and express, for example, the advice: "Do not take an umbrella and a raincoat." In addition to contextual and situational manifestations of speech intentions, there are such typed ways of expressing them that enable native speakers to recognize the intentional meaning in an isolated utterance out of context. For example, the intention of a request has a number of structures for its labeling: "Please move over" is a performative with a lexical expression of meaning; "Move over, please" is an imperative as a grammatical expression of the motivational meaning of "request". From the correlation of the concepts of a sentence and a statement with

By the concepts of intentional meaning and intentional semantics, it follows that the intentional semantics of an utterance corresponds to the illocutionary purpose of a sentence, and the intentional meaning of an utterance is the illocutionary function of an utterance in a speech act. Two conclusions can be drawn from this: a) an isolated sentence as a syntactic and semantic unit of the language system allows native speakers to recognize its illocutionary purpose; b) there are various means for expressing illocutionary functions in the language.

Literature:

1. Грайс Г.П. Парадокс как принцип организации художественного текста. //Вестн. С-петерб. ун-та. Сер.2, История, языкознание, литературоведение. СПб., 1998, Вып. З, с. 40 -50.

2. Якобсон Р.О. Избранное. М., 1989.

3. Ташпулатова, М. О. (2023). ИСПОЛЬЗОВАНИЕ МЕТОДА КЛАСТЕР НА УРОКАХ РУССКОГО ЯЗЫКА В ШКОЛЕ. PEDAGOG, 6(2), 146-149.

4. Ташпулатова, М. О. (2021). Особенности лексико-семантической и синтаксической сочетаемости слов-сленгов в русском языке. Science and Education, 2(5), 957-961.

5. Бобажонова.М.Т.-(2023) Функционально-семантическое поле направленности и кратности движения в русском и узбекском языках Научный вестник НамГУ 393-399

6. IMPORTANT AREAS OF COMPUTATIONAL LINGUISTICS BM Toshpulotovna International Multidisciplinary Journal for Research & Development 11 (05)

7. СОВЕРШЕНСТВОВАНИЕ ОРФОГРАФИЧЕСКИХ НАВЫКОВ НА ОСНОВЕ ОБОБЩЕНИЙ МТ Бобажонова TADQIQOTLAR. UZ 32 (2), 39-45

8. Abdullajanovich, K. B. (2024). THE NECESSITY OF CONSISTENT STUDY OF WRITTEN HERITAGE IN UNDERSTANDING THE SPIRITUAL ROOTS OF NATIONAL VALUES. International journal of artificial intelligence, 4(09), 602-606.

9. Bahodir, Q. C. (2024). "DEVONU LUG 'OTIT TURK" ASARI TADQIQOT OBYEKTI SIFATIDA. Talqin va tadqiqotlar ilmiy-uslubiy jurnali, 2(55), 151-156.

10. Dolikhonovich, T. S. (2024). RELATED TO THE MARRIAGE WEDDING CEREMONY IS THE STUDY OF LYRICAL GENRES. American Journal of Philological Sciences, 4(01), 31-37.

11. Turgunov, S. D. (2018). GENRE CHANGES (UNDERGARMENTS) AND ITS POETIC FEATURES IN THE NAMANGAN CHILDREN'S FOLKLORE. ISJ Theoretical & Applied Science, 7(63), 52-57.

12. **Shamsiya Egamberdiyeva. (2024). Local signs of Namangan allas. Journal of Applied Science and Social Science, 14(11), 145–149. Retrieved from https://www.internationaljournal.co.in/index.php/jasass/article/view/363**

13. Bobajonova, M. T. (2024). ADVANCED METHODS IN TEACHING AND DEVELOPING NATIVE LANGUAGE AND LITERARY SUBJECTS. International journal of artificial intelligence, 4(09), 299-302.

14. Бобажонова, М. Т. (2024). СОВЕРШЕНСТВОВАНИЕ ОРФОГРАФИЧЕСКИХ НАВЫКОВ НА ОСНОВЕ ОБОБЩЕНИЙ. TADQIQOTLAR. UZ, 32(2), 39-45.

15. Shaxlo, M. M. (2024). DETECTING AND CORRECTING ENGLISH LANGUAGE LEARNERS'GRAMMAR MISTAKES. International journal of artificial intelligence, 4(09), 311-315.

16. Pardaboyeva, D. R. (2024). FOR INSTANCE, THE GRAMMAR-TRANSLATION METHOD STUDIES THE GRAMMATICAL RULES AND STRUCTURES OF FOREIGN LANGUAGES. International journal of artificial intelligence, 4(09), 292-294.

17. Batirbayevich, Madiyarov I. "Sanama1 Tongue Twister." European Scholar Journal, vol. 2, no. 3, 2021, pp. 31-35.

18. Мадияров, И. Б. (2021). ТЕЗ АЙТИШ ЖАНРИ ГЕНЕЗИСИ, ТАРИХИЙ-ТАДРИЖИЙ ТАКОМИЛИ. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 4(3).

19. Muminjonova Shahlo. (2024). Academic Vocabulary. Teaching and Studying. Лучшие интеллектуальные исследования, 29(1), 492–496. Retrieved from https://web-journal.ru/journal/article/view/7498

20. Tuychiyevna, I. N. (2023). DEVELOPMENT OF COMPUTER TECHNOLOGY FOR FORMING AN ACTIVE DICTIONARY FOR LEVEL B1 IN THE REPUBLIC OF UZBEKISTAN. Open Access Repository, 9(10), 208-211.

21. Ибрагимова, Н. Т. (2022). ЛЕКСИЧЕСКИЕ МИНИМУМЫ ОБЩЕГО ВЛАДЕНИЯ ПО РУССКОМУ ЯЗЫКУ. Экономика и социум, (5-1 (96)), 438-440.

22. Ахмедова, Д. (2024). ПРИМЕНЕНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ В ФОРМИРОВАНИИ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ. Talqin va tadqiqotlar ilmiy-uslubiy jurnali, 2(55), 193-199.

23. Dildora, A. (2024). MADANIYATLARARO KOMPETENTSIYA ZAMONAVIY TIL O'QITISH MAQSADI SIFATIDA. Interpretation and researches, 2(19), 176-179.