PHENOMENA FORMING PRAGMATIC CONTENT

Abduvohidova Shahribonu Akmalovna
Master's Student At Samarkand State Institute Of Foreign Languages

INTRODUCTION.

Pragmatics is a branch of language science that is 'context bound' or 'context dependent' in nature. That is, in pragmatics, the intent of the speaker or the pragmatic meaning can only be interpreted by taking the context into account. Pragmatics differs from linguistics in terms of contextual obsolescence used as a basis in the analysis process. Therefore, the meaning in pragmatics can also be said to be triadic, while the meaning in linguistics is said to be dyadic. The meaning in pragmatics is triadic because of the existence of the context. Leech (1983) mentions that the context in pragmatics differs from the context in linguistics. The context in linguistics is called co-text, while the context in pragmatics is called speech situational context. Over time, along with the development of science and technology, the context in pragmatics has become more varied and complex. Along with the development of such varied and complex contexts, pragmatics as a branch of language science evolved as well as its complexity[1].

MAIN PART.

The above concepts belong to the sphere of language teaching methodology, which, in turn, is based on the data of a wide range of linguistic research. Thus, the modern stage of linguistics development is characterized by the inclusion of language in the broad context of communication. The basis for this approach was laid in the studies of psycholinguistic, sociolinguistic, linguopragmatic rhetorical and other directions. Speech communication is studied by them as a process of interaction between at least two partners endowed with social attributes, in a certain situation and with certain purposes exchanging a variety of information[2].

Speech behaviour is manifested in the communicative process, the participants of which are the speaker and the listener, so, studying it, we consider their basic speech actions: speaking and listening. The speaker acts as the initiator of the communicative act, the purpose of which may be:

1) communicating new semantic, emotional and other information;
2) expression of his or her attitude to reality;
3) prompting the interlocutor to some actions;
4) persuading the interlocutor in something, etc.

The listener, perceiving and understanding the speech, at the same time takes an active position in relation to it: accepts or does not accept accepts or does not accept the information, agrees or disagrees with it, supplements it, applies it, prepares to perform something, etc.

The discourse of everyday communication is a process of generation of speech work, taking into account pragmatic, psychological, social factors of people's interaction. Situations of everyday communication form a more complexly structured space than the traditional representation of it as a sphere of colloquial, informal communication. Speech behaviour in situations of everyday communication is manifested in both every day and official-institutional

---

[1] https://e-journal.usd.ac.id/index.php/IJHS/article/view/677/536

[2] https://ijmmu.com/index.php/ijmmu/article/download/2699/2270

communication. Speech behaviour is a verbal form of organization of interaction of participants of communication. It is regulated by both conscious and unconscious, hidden intentions having a nonverbal origin. In interaction, the addressee aims both to inform the addressee and to exert a certain influence on him. In linguopragmatic terms, the influence of one participant of communication on another is motivated by non-linguistic factors and aims at either changing or maintaining the character of existing interpersonal relations. The paradigm of speech behaviour is formed by the linguopragmatic triad of politeness, familiarity and aggressiveness. Polite speech behaviour is characteristic of asymmetric interaction, as well as in conditions of different socio-hierarchical status. Speech interaction on the background of equal relations is realized by means of familial speech behaviour. Speech acts of the communicant aimed at harming his interlocutor form aggressive speech behaviour.

Context:
✓ **Types of Context**: Context can be physical (environment of communication), linguistic (preceding and following text), social (relationships between speakers), or cultural (shared knowledge and beliefs).
✓ **Impact on Interpretation**: Context helps determine the meaning of ambiguous terms, the relevance of information, and the implications of utterances.

Speaker Intentions:
✓ **Intentions and Goals**: Speakers often have specific intentions, such as informing, questioning, commanding, or requesting. These intentions guide how their words are interpreted.
✓ **Communicative Goals**: Understanding the speaker's goal helps listeners interpret the underlying message.

Inference:
✓ **Deriving Meaning**: Listeners often need to infer meaning that isn't explicitly stated, relying on context, world knowledge, and logical reasoning.
✓ **Example**: If someone says, "It's hot in here," the listener might infer that the speaker wants to open a window or turn on a fan.

Deixis:
✓ **Deictic Expressions**: Words like "this," "that," "here," "there," "now," and "then" depend on the situational context for their meaning.
✓ **Context-Dependent**: The meaning of these expressions shifts depending on the speaker's location, time, and situation.

Presuppositions:
✓ **Background Assumptions**: These are assumptions that speakers and listeners consider to be already known or accepted.
✓ **Example**: The statement "John's sister is a lawyer" presupposes that John has a sister.

Speech Acts:
✓ **Types of Speech Acts**: Speech acts can be categorized into assertions, questions, commands, promises, and more, each serving different communicative functions.

CONCLUSION.
Pragmatics enriches our understanding of language by illuminating how context, speaker intentions, and social norms shape communication. By exploring phenomena such as implicature, deixis, speech acts, and politeness, we gain deeper insights into the intricate ways language functions in real-world interactions. Understanding these elements not only enhances linguistic competence but also fosters more effective and nuanced communication.

REFERENCES:
1. www.ziyonet.uz.
2. https://e-journal.usd.ac.id/index.php/IJHS/article/view/677/536.
3. https://ijmmu.com/index.php/ijmmu/article/download/2699/2270.