

## THE DISCURSIVE AND PRAGMATIC APPROACH TO THE STUDY OF THE PEDAGOGICAL SPEECH

G. Rakhimova.

Uzbekistan State World Languages University

**ABSTRACT.** This research is based on the analysis of the discursive and the pragmatic approach to the pedagogical discourse. The study of the academic discourse as the pedagogical discourse needs to research the pragmatic characteristics of the communicative interaction between addresser and addressee. This paper aims to show the speech strategies and speech impact, the pragmatic intentions of the communicative pragmatic situation in academic discourse.

**Key words:** pedagogical discourse, discursive approach, pragmatic approach, addresser, addressee, communicative situation.

It is known that the speech is the process of speaking or writing, which is organized in space and time. And also the speech is the ability of the communicant to express mental constructs and the implementation of the communicative plan of the participants of the communication by the systemically fixed units of the language, or the speech which is considered as the ability to communicate by the using of the language. This definition indicates the multifunctionality and specificity of the purpose and content of the speech. The speech of the teacher / lecturer in the classroom in the foreign language performs different functions. To understand these functions, let us turn to the features professional speech of a teacher / teacher of a foreign language and requirements. First of all, the pedagogical speech is characterized by the fact that it: is a multifunctional formation, occupying a wide language space and performing the following functions: the reflection of the reality and storage of the knowledge (epistematic), receiving new knowledge (cognitive), transfer of knowledge and information (communicative), establishing contacts for interaction (interactive); is a polystructural language system which provides different communicative needs and has internal stylistic specificity; has a peculiar functional system, both the language of the pedagogical science and the language of teaching practice; acts as a learning tool, as teachers verbalize certain knowledge and skills, while performing social-role relations, which are realized through certain verbal and non-verbal means; represents the complex of the patterns of the speech and non-speech behavior which depend on the genres of the used speech and its role in the educational process; typical features of teacher's speech are conviction, confidence, categoricalness; the ability to highlight communicatively significant information; the ability to present information in the sufficient and expanded form.[ Махкамова Г.Т. 2019: 21]. According to the statement of the local scholar G.T. Mahkamova, the speech of the foreign language teacher is identified such as : the speech of the teacher is inherently dialogical, although monological and polylogical forms of speech are used; the language must be literate from a literary point of view and authentic; speech should be expressive with appropriate intonation and with moderate usage of the non-verbal means (according to the norms of English speech); the

speech should be understandable for pupils/students, therefore needs to be adapted according to the age of the students, the level of the language proficiency and the objectives of the lesson (language and methodological speech adaptation); the speech of the foreign language teacher is specific and it depends on communicative situations. [Maxkamova Г.Т. 2019: 22]. The discursive approach to teaching foreign language involves a new way of realizing of the speech and communicative activity which certain discursive features and principles are used to analyze and master the language. The discursive approach motivates learners and allows them to be involved in the active process of the cognitive activity, as the teacher has the opportunity to use authentic discursive material. For example, the various genres and registers of the speech are produced by native speakers. The analysis of scientific literature showed that the discursive approach to the pedagogical speech allows us to recognize 1) the components of the content of the education as mastery of the subject information, the ability to work with texts and the ability to create one's own texts 2) oral and written discourse as an object and a unit of the learning, the main categories which are type (invariant of speech works) and genre (functional sphere of the implementation of the speech product) 3) the composition of the foreign language professional communicative competence, such as linguistic, sociolinguistic and pragmatic competencies. Discursive competence is interpreted as the ability to understand, create and develop forms of the language which is longer than a sentence (history, conversation, writing, etc.) with appropriate integrity (cohesion) and consistency (coherence) and rhetorical organization for the formulating thoughts. In other words, it can be said that the ability of the user/learner to organize sentences into the logical sequence and coherence, which includes 1) thematic organization, 2) cohesion and coherence, 3) logical order, 4) style and registers of speech, 5) rhetorical efficiency. Discursive competence is associated with the organization of words, phrases, structures and sentences into a whole text, according to the given context. That is why discursive competence is important, it allows us to encode and decode thoughts, information through the foreign language code. At the same time, the discursive activity is built in the correlation with the norms of the language, logical sequence thoughts and the integrity of the text (cohesion and coherence), as well as with taking into account stylistic, genre, socio-cultural, psychological, situational and emotional factors to achieve a communicative goal. Obviously, the discursive activity involves the large range of means and conditions for its implementation. That is why discursive competence is formulated in the concepts of "knowledge, skills and ability", as well as "discursive strategies" relevant to the specific linguoculture and the communicative situation. Discursive competence includes the following components: 1) strategic (realization of the communicative intention and planning of the communicative event); 2) tactical (analysis of the communicative situation and the selection of the adequate for the implementation of the intention of linguistic means and discursive strategies); 3) genre (the organization of the discourse in accordance with the principles of the particular genre to achieve a communicative intention); 4) text (production of a coherent text. The study of the discourse allows students to 1) realize the ways visualizing the world and constructing meanings; 2) acquire the knowledge about the role and function of the language in the context which creating a

social or cultural identity; 3) master the methods of the establishing various types of the connections between communicants, as well as structurally-content side of the organization of the discourse; 4) perceiving and understanding ,designing and managing and sharing authentic discourses. According to the domestic model of the communicative competence, the pragmatic competence is the important in the communicative situation. Pragmatic competence, according to E. Bialystok includes a variety of abilities, concerning the use and interpretation of the language in the context of the mastering the rules of the communicative influence and knowledge of the variability of the choice of linguistic means in order to implement adequate communication. According to the by M.Celce-Murcia pragmatic competence is the ability to communicate and understand communicative intentions. According to the M.Celce-Murcia the model of interactional competence includes three components: the activity component (actional competence), the conversation component (conversational competence) and paralinguistic (paralinguistic competence). And by pragmatic competence, the scholar understands the activity component, covering the knowledge and skills of the representing speech acts in the process of the interaction and information exchange; the expression of the opinions and feelings, problems (complaint, accusation, regret, apology, etc.), as well as future scenarios (hope, goals, promises, forecasts, etc.).

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