COGNITIVE-PRAGMATIC AND SOCIOCULTURAL FEATURES OF ENGLISH PEDAGOGICAL DISCOURSE

Nematullaeva Muslimakhon Rakhmatullo kizi

Student of the third English language faculty, UzSWLU

E-mail: muslimanematullayeva797@gmail.com

ABSTRACT

Analysis of the pragmatic approach to academic discourse served as the foundation for this study. Researching the pragmatic elements of the communicative relationship between the teacher and the student is necessary for the study of academic discourse as instructional discourse. To demonstrate the pragmatic goals of the communicative pragmatic situation in academic discourse, this article highlights speech tactics and speech impact.

Keywords: *cognitive-pragmatic aspects, teacher, student, conversation, linguistics.*

INGLIZ TILI PEDAGOGIK DUSKURSINING KOGNITIV-PRAGMATIK VA IJTIMOIY MADANIY XUSUSIYATLARI

ANNOTATSIYA

Akademik nutqqa pragmatik yondashuvni tahlil qilish ushbu tadqiqot uchun asos bo'lib xizmat qildi. O'qituvchi va o'quvchi o'rtasidagi kommunikativ munosabatlarning pragmatik elementlarini o'rganish akademik nutqni o'quv nutqi sifatida o'rganish uchun zarurdir. Akademik nutqda kommunikativ pragmatik vaziyatning pragmatik maqsadlarini ko'rsatish uchun ushbu maqolada nutq taktikasi va nutq ta'siri to'g'risida so'z boradi.

Kalit so'zlar: *kognitiv-pragmatik jihatlar, o'qituvchi, talaba, suhbat, tilshunoslik.*

КОГНИТИВНО-ПРАГМАТИЧЕСКИЕ И СОЦИОКУЛЬТУРНЫЕ ОСОБЕННОСТИ АНГЛИЙСКОГО ПЕДАГОГИЧЕСКОГО ДИСКУРСА

АННОТАЦИЯ

Анализ прагматического подхода к академическому дискурсу послужил основой данного исследования. Исследование прагматических элементов коммуникативных отношений между адресантом и адресатом необходимо для изучения академического дискурса как учебного дискурса. С целью демонстрации прагматических целей коммуникативно-прагматической

ситуации в академическом дискурсе в данной статье выделены речевая тактика и речевое воздействие.

Ключевые слова: когнитивно-прагматический аспекты, учитель, ученик, разговор, языкознание.

INTRODUCTION

Studying academic speech as a way to facilitate communicative engagement within the educational process advances the pragmatic approach by examining the communicative context in which a speaker and a listener are involved. As a trend in communicative linguistics, linguo-pragmatics is one. The primary goals of linguistics are to investigate language variables in human behavior based on language functions' psychological, social, and cultural dimensions. Language, sociolinguistics, and pragmatics are some of the perspectives, which are described as texts in the context of genuine conversation. Completeness, correctness, and logicality are three topics covered by linguistic analysis of conversation. Researching the discourse's channels, whether they be spoken, written, or both, from a lingua-pragmatic perspective. Looking at language from a linguo-pragmatics perspective, register, style, and genre of communication, as well as the channels of discourse, whether it is written, spoken, or a combination of both, are studied. A communicative-pragmatic scenario is introduced when the pragmatic approach to the conversation discusses situational interpretation. There are several elements in the communicative-pragmatic scenario: addresser,

◆ Speaker;
◆ Communication subject;
◆ Communication;
◆ Time;
◆ Place;
◆ Text.

METHOD

The pragmatic intention of the addresser/teacher is to draw attention, awake the interest of the addressee/students or pupils, exert a motivating influence, activate the knowledge structure, and foster the addressee's creativity. This communicative interaction takes place between the teacher acting as the addresser and the students or pupils acting as the addressee in academic discourse. Scientific dialogue, discussion, debate, seminar, and lecture in the educational process are exemplified by the genre of academic discourse. Discourse actions, frame theory, politeness theory, and informativity must all be taken into consideration while analyzing academic conversation. Several variables affect the goal's achievement in this communicative situation: the student's unique psychological traits, his psychological state at the

moment, his attitude towards the teacher, the social standing of his family, the teacher's intonation pattern, and nonverbal clues when making the statement, and the attitudes of other students towards this event and this teacher. According to pragmatics, achieving comprehension is the primary goal of communication. The efficiency of communication is studied by pragmatics. One interprets the conversion based on what they are trying to express and educate. Having said that, quality, quantity, relation, and manner form the foundation of a teacher's speech in pedagogical discourse. Teachers, for instance, arrange their speeches and explanations in an orderly and concise manner in order to prevent confusion or obscurity. The speaker's mental health is also crucial. Training that is properly organized is based on the student's immediate zone of development, which includes his or her outlook, needs, and daily experiences. It also takes into account the mental processes that the student develops in his or her co-creation with the teacher and then uses in his independent activity. This is informed by cultural and historical theory.

RESULTS

The educational discourse is known to serve the following purposes: acclimating a newcomer to society; imparting knowledge, skills, and social values; and fostering the intellectual, psychophysical, and spiritual growth of the individual. The conventions and guidelines of social interaction, as well as rituals and formulas with verbal and nonverbal expression, govern this kind of status-oriented communication. The achievement of a communicatively meaningful outcome and the effective development of interaction are facilitated by knowledge of customary rules and norms of speech behavior. For instance, E. A. Zhileva recognizes the following collection of coordinated acts when searching for a particular dictionary frame in argumentative educational discourse:

1) dialogical interaction aims to eliminate ignorance, uncertainty, and inaccuracy in knowledge;

2) the type of interaction is subordinated to the interactive space's structure;

3) there is a sequence in the alternation of chain moves;

4) communicants adhere to the general scheme of dialogue development; and

5) allocative variables determine the scenario and structure of an argumentative communicative act;

6) the dialogic process in educational communication is shaped by the individuals involved in the communication;

7) communicants' action-impact and action-reflection are synchronous and concomitant;

8) By considering individual and situational indicators, the goals established in the discourse can be achieved.

Educational discourse is defined as the process by which the linguistic features of the lecturer' discourse change into the linguistic features of the student's discourse during the semantic perception of the discourse's subject (student/recipient) in speech processability. This process occurs in educational communication during comprehension, mastery, and assimilation, the assignment of the lecturer's linguistically consistent content into the author's discourse, which is a variation of student speech. Within the framework of a model developed based on features like participant types, scenario types, and degree of ritualization, as well as on the basis of established forms of communication, such as lessons, lectures, seminars, exams, parent-teacher conferences, parent-child conversations, and others, genres of pedagogical discourse can be distinguished. School textbooks and anthologies, mandated educational programs, children's novels, fairy tale plots, song lyrics, proverbs and sayings, and aphorisms on knowledge are some examples of precedent texts. These indicators can be classified as invariant ones, but they also depend on the context of the educational communication, the local character of the interaction, and the interpersonal relationships between the interlocutors.

DISCUSSION

A primary distinction between scientific and educational discourse is the nature of the participants in the communication as well as the communication distance between them: "the distinctions between fixed and reduced communication distances are not significant." In scientific terms, they are at the same or almost the same social level; the educational discourse permits critique. Furthermore, in scientific communication, scientists tend to exclude themselves as addressees in order to maintain the presentation's objectivity. Certain participant qualities, the implementation technique, and the purpose are what make up a scientific discourse. Knowing the objective nature of the environment is the goal of developing a scientific discourse, and the problem is the scientific method's solution. Scientific discourse can take the form of implicit dialogue, which takes place inside the scientific setting, or explicit dialogue, which is directed toward the reader or listener. The goal of writing scientific literature is to provide solutions for applied and theoretical scientific issues. The dialogical nature of the scientific text is attributed to its explicit and implicit allusions to the scientific context, public appeals at the expense of discursive operators, and appeals to the addressee's mental world and imagination. Therefore, a scientific conversation prioritizes three main requirements: its problems should be the study of the surrounding world, the status of its participants should be equal, and the way to implement it should be a creative dialogue in the broadest sense of the word.

CONCLUSION

A teacher can shape it with his opinions, attitudes, assessments, and worldview in mind when addressing the academic discourse. The pragmatic approach to academic conversation focuses on the aspects of the addresser and addressee. The target audience consists of students, whose interactions and cultural and mental perspectives are crucial for effective communication in academic discourse. The term "academic discourse" seems to be the most appropriate to use to carry out a thorough analysis of an academic blog because it is a kind of hypernym that combines terms like educational, pedagogical, and educational discourses, as well as personality-oriented communication between students or by a teacher/students, which is present in the academic block and is governed by the academic ticket.

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