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SPEECH ACT AS AN IMPORTANT FUNCTION OF COMMUNICATION

NUTQ ALOQANING MUHIM FUNKTSIYASI SIFATIDA

РЕЧЬ КАК ВАЖНАЯ ФУНКЦИЯ ОБЩЕНИЯ

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Speech acts are important part of communication as we perform it when we offer an apology, greetings, request, complains, compliment and refusals. The author illustrates the idiosyncrasies of speech act analyzing different points of view of famous linguists.

Аннотация

Речевые акты являются важной частью общения, поскольку мы осуществляем их, когда извиняемся, приветствуем, просим, жалуемся, делаем комплименты и отказываемся. Автор иллюстрирует особенности речевого акта, анализируя различные точки зрения известных лингвистов.

Annotatsiya

Nutq harakatlari muloqotning muhim qismidir, chunki biz kechirim so'rash, salomlashish, iltimos qilish, shikoyat qilish, iltifot va rad etishni taklif qilganimizda amalga oshiramiz. Muallif taniqli tilshunoslarning turli nuqtai nazarlarini tahlil qilib, nutq aktining o'ziga xos xususiyatlarini ko'rsatadi.

Key words: speech act, speech skills, content, illocutionary act, perlocutionary act.

Ключевые слова: речевой акт, речевые навыки, содержание, иллокутивный акт, перлокутивный акт.

Kalit so'zlar: nutq akti, nutq malakasi, mazmuni, ifodali akti, perlokatsion akt.

INTRODUCTION

Speech act is a purposeful speech action performed in accordance with the principles and rules of speech behavior accepted in a given society; a unit of normative socio-verbal behavior considered within the framework of a pragmatic situation. Main features of a speech act are intentionality, determination, conventionality.

Speech acts are always correlated with the face of the speaker. The sequence of speech acts creates discourse. A holistic and developed theory of speech acts developed within the framework of linguistic philosophy under the influence of L. Wittgenstein's ideas about the multiple purposes of language and their inseparability from forms of life: the interaction of language and life is formalized in the form of "language games" based on certain social regulations. The foundations of the theory of speech acts were laid by John Austin ("How to do things with words"). The speech act involves the speaker and the addressee, acting as bearers of certain mutually agreed upon social roles or functions. Participants in a speech act have a fund of general speech skills (speech competencies), knowledge and ideas about the world. The composition of a speech act includes the setting of speech and the fragment of reality that its content concerns. According to Austin, to perform a speech act means:

- (1) pronounce articulate sounds belonging to the generally accepted language code.
- (2) construct a statement from words of a given language according to the rules of its grammar.
- (3) provide the utterance with meaning and reference, i.e. relate to reality by performing locution.
- (4) give the speech purposefulness, turning it into an illocutionary act - the expression of a communicative goal during the utterance of some utterance.
- (5) cause the desired consequences (perlocution), i.e. influence the consciousness and behavior of the addressee, create a new situation.

John Serle highlights in the speech act:

-act of utterance (utterance act)

-a propositional act that carries out reference and predication

-an illocutionary act that realizes speaker's goal setting

Purposefulness → "effective intonation" → illocutionary force of a speech act (or potential).

It includes:

-illocutionary purpose (e.g. motivation)

-its intensity

-way to achieve a goal

-features of dependent proposition, etc.

Some illocutionary goals can be achieved through facial expressions and gestures (i.e. without direct speech, without uttering words). Verbs: swear, promise, etc. are performative boasting, threatening, insulting are non-performative. Main classes of speech acts:

1) representative (the train has arrived)

2) directives, acts of encouragement (Go away! including the demand for information: What time is it?)

3) commissions (acts of accepting obligations), for example, I promise to come on time.

4) expressions (acts expressing an emotional state), including formulas of social etiquette

E.g. Sorry to bother you.

5) declarative acts (acts of establishment: appointment to a position, assignment of titles, names, sentencing).

A speech act is characterized by conditions of success, non-compliance with which leads to illocutionary failures. Situation + personal factors (social roles) (e.g. condition of sincerity → intentions). Success conditions presuppose that the addressee is able to recognize the illocutionary force of the speech act, which must be verbally or nonverbally expressed. Speech acts can be direct or indirect. Indirect speech acts are always conventional (e.g. modalized question).

Something is stuffy here - an indirect speech act.

I wish it wasn't stuffy here - a direct speech act.

MATERIALS AND METHODS

When we analyze communication, we must take into account not only all aspects of the generation mechanism, starting from the motivation stage, but also the entire range of factors that "provoke" the generation of speech and determine its perception and understanding. The focus should be on the communicative act in all its diversity of manifestations. Communication (communication) is a process unfolding in time and space. A speech act is understood as a communicative action, a structural unit of linguistic communication, a discretely allocated beat, a quantum of discourse. A communicative act has two "plans", two components: situation and discourse. A situation is a fragment of an objectively existing reality, a part of which can be a verbal act. Discourse is a verbalized activity that includes not only linguistic, but also extralinguistic components. H. Parret highlights five theoretical models of context:

-speech context

-existential context (implies the world of objects, states, events, i.e. what the statement refers to in the act of reference)

-situational context

-actional context (constituted by speech acts)

-psychological context

According to V. Krasnykh there are three types of context:

-micro context (explicitly contained in the microtext, the immediate speech environment)

-macro context (explicitly contained in macro text, distant speech environment)

-context-shadow (implicitly contained in the situation)

The same understanding of the context by communicants is part of the presupposition. The presupposition is part of the context, being actualized in it. Problems in communication arise if one of the communicants does not understand the meanings relevant to a given communicative act, i.e.

-when for one of the communicants the communicative act remains closed (I can guess what you mean, but I don't understand what exactly);

-unconscious → non-existent (I don't understand at all what you are talking about and what you mean).

CONCLUSION

Thus, speech act theory raises questions about how utterances in the process of communication acquire meaning, expressing speech settings of communicants, and offers answers to these questions. To summarize, it should be emphasized that speech act theory has attracted attention to many problems related to the field of speech theory activities, and also made a significant contribution to resolving such issues, arising in connection with the presentation of the content of statements that are not could have been put forward by traditional linguistics. Considering the speech act, shows the need to take into account the speaker's goal to explain the specifics speech communication. Great importance has the development of a typology of illocutionary acts, which closely leads to the problem of determining the types of speech utterances.

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