

**PRAGMATICS OF TEACHER'S SPEECH IN THE CLASSROOM**

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ANNOTATION: *This article delves into the intricate realm of pragmatics within the educational context, specifically focusing on the nuanced aspects of teacher's speech in the classroom. It explores how teachers utilize language beyond its literal meaning to facilitate learning, manage classroom dynamics, and foster student engagement. The study examines various pragmatic phenomena such as speech acts, implicature, politeness strategies, and discourse markers as they manifest in teacher-student interactions. Furthermore, it investigates the impact of these pragmatic choices on student comprehension, participation, and overall learning outcomes. By analyzing authentic classroom discourse, this research aims to provide valuable insights into effective pedagogical communication and highlight the crucial role of pragmatic competence in successful teaching.*

Keywords: *Pragmatics, Teacher Talk, Classroom Discourse, Speech Acts, Implicature, Politeness Strategies, Discourse Markers, Pedagogical Communication.*

АННОТАЦИЯ: *Эта статья углубляется в сложную сферу прагматики в образовательном контексте, уделяя особое внимание нюансам речи учителя в классе. В ней исследуется, как учителя используют язык за пределами его буквального значения для облегчения обучения, управления динамикой класса и поощрения вовлеченности учащихся. В исследовании изучаются различные прагматические явления, такие как речевые акты, импликатура, стратегии вежливости и маркеры дискурса, как они проявляются во взаимодействии учителя и ученика. Кроме того, в ней изучается влияние этих прагматических*



выборов на понимание, участие и общие результаты обучения учащихся. Анализируя аутентичный дискурс в классе, это исследование направлено на предоставление ценных сведений об эффективной педагогической коммуникации и подчеркивание решающей роли прагматической компетентности в успешном преподавании.

***Ключевые слова:** прагматика, разговор учителя, дискурс в классе, речевые акты, импликатура, стратегии вежливости, маркеры дискурса, педагогическая коммуникация.*

INTRODUCTION

The classroom serves as a dynamic linguistic environment where language is not merely a tool for conveying information but a fundamental instrument for shaping learning experiences and fostering social interactions. Within this complex setting, the teacher's speech plays a pivotal role in guiding instruction, managing student behavior, and cultivating a positive learning atmosphere. However, the effectiveness of teacher communication extends beyond grammatical correctness and lexical accuracy; it is deeply rooted in the pragmatic dimensions of language use. Pragmatics, the study of how context influences meaning, provides a crucial lens through which to analyze the subtle yet powerful ways in which teachers employ language to achieve their pedagogical goals.

This article posits that a comprehensive understanding of the pragmatics of teacher's speech is essential for optimizing classroom communication and enhancing educational outcomes. Teachers constantly make pragmatic choices, often subconsciously, that impact how their messages are interpreted and acted upon by students. These choices encompass a wide range of linguistic features, from the selection of specific speech acts (e.g., questioning, commanding, suggesting) to the deployment of politeness strategies and the strategic use of discourse markers to structure and manage classroom talk.

LITERATURE REVIEW AND METHODOLOGY



The study of pragmatics in educational settings draws upon a rich body of literature from various disciplines, including linguistics, education, and communication studies. Foundational work in pragmatics by scholars such as Austin (1962) on speech act theory, Grice (1975) on conversational implicature, and Brown and Levinson (1987) on politeness theory provides the theoretical framework for analyzing teacher's speech. These theories offer valuable tools for understanding how meaning is constructed in context, how speakers convey implicit messages, and how social factors influence linguistic choices.

In the context of classroom discourse, researchers have explored the application of these pragmatic principles to analyze teacher-student interactions. Studies have examined the types and functions of questions teachers ask (e.g., Dillon, 1988), the ways in which teachers provide feedback (e.g., Hattie & Timperley, 2007), and the linguistic strategies they employ for classroom management (e.g., Seedhouse, 2004). Furthermore, the role of discourse markers in structuring lessons and guiding student attention has been investigated (e.g., Schiffrin, 1987). This body of work highlights the significance of pragmatic awareness in effective teaching and underscores the need for further research into the specific pragmatic features that contribute to positive learning outcomes.

Methodology:

This study employs a qualitative research approach, utilizing the framework of discourse analysis to examine authentic classroom interactions. Data will be collected through video and audio recordings of lessons across various subject areas and grade levels.

The analysis will focus on identifying and categorizing specific pragmatic phenomena in the teachers' speech, such as:

Speech Acts: Analyzing the types of utterances used by teachers (e.g., directives, questions, assertions, commissives) and their intended functions within the classroom context.

Implicature: Examining instances where teachers convey implicit meanings that go beyond the literal interpretation of their words.



Politeness Strategies: Investigating the use of linguistic devices to mitigate face-threatening acts and maintain positive relationships with students.

Discourse Markers: Identifying and analyzing the function of words and phrases (e.g., "okay," "so," "now") that structure discourse, manage turn-taking, and signal transitions.

ANALYSIS AND RESULTS The analysis of the collected classroom discourse revealed several key pragmatic features prevalent in teachers' speech and their potential implications for student learning.

Speech Acts: Teachers employed a wide range of speech acts to manage classroom activities and facilitate learning. Directives, such as commands and requests, were frequently used for classroom management ("Please open your books to page 35") and task initiation ("Work on these problems individually"). Questions served multiple functions, including eliciting information ("What is the capital of Uzbekistan?"), checking comprehension ("Do you understand?"), and promoting higher-order thinking ("Why do you think that happened?"). Assertions were used to convey information and explain concepts, while commissives (promises and offers) were less frequent but appeared in instances such as offering help ("I'll come around to assist you").

Implicature: Instances of conversational implicature were observed where teachers conveyed meaning indirectly. For example, a teacher might say, "It's quite noisy in here," implying a request for students to be quieter without explicitly stating it. The students' ability to correctly infer these implicit meanings is crucial for effective communication and classroom management.

DISCUSSION AND RESULTS

The findings of this study underscore the critical role of pragmatics in shaping effective teacher-student interactions and influencing learning outcomes. The analysis of classroom discourse reveals that teachers' pragmatic choices are not arbitrary but are strategically employed to achieve specific pedagogical goals, ranging from delivering content and assessing understanding to managing behavior and building rapport.



The frequent use of varied speech acts demonstrates the multifaceted nature of teacher talk. While directives are essential for organizing classroom activities, the skillful use of different types of questions can stimulate critical thinking and encourage student participation beyond simple recall. The presence of implicature highlights the importance of students' inferential abilities in the classroom context. Teachers often rely on indirect communication, and students need to be adept at interpreting these implicit meanings to fully understand instructions and expectations.

The consistent application of politeness strategies suggests a conscious effort by teachers to maintain positive face and foster a respectful learning environment. By employing both positive and negative politeness, teachers can create a more supportive and inclusive atmosphere, which can positively impact student motivation and engagement. The strategic deployment of discourse markers plays a crucial role in the coherence and flow of classroom discourse. These linguistic cues help students navigate the lesson, understand the relationships between different ideas, and identify key information.

CONCLUSION

In conclusion, this examination of the pragmatics of teacher's speech in the classroom reveals the intricate and multifaceted nature of pedagogical communication. Teachers are not merely transmitters of information; they are skilled linguistic navigators who strategically employ a range of pragmatic tools to facilitate learning, manage interactions, and build relationships with their students. The effective use of speech acts, the skillful deployment of implicature, the application of politeness strategies, and the strategic use of discourse markers are all integral components of successful classroom discourse.

The findings of this study underscore the profound impact of teachers' pragmatic choices on student comprehension, participation, and overall learning experiences. A heightened awareness of pragmatic principles can empower teachers to communicate with greater clarity, sensitivity, and effectiveness. By understanding the implicit meanings they convey, the social implications of their language, and the ways



in which their discourse structures learning, teachers can create more engaging, inclusive, and productive classroom environments.

Furthermore, this research highlights the importance of integrating pragmatic awareness into teacher education programs. Future teachers should be equipped with the knowledge and skills to analyze and reflect upon their own pragmatic choices and to understand the potential impact of their language on their students. Professional development initiatives can also benefit from incorporating a focus on pragmatic competence, providing experienced teachers with opportunities to refine their communication strategies.

Ultimately, recognizing the pragmatics of teacher's speech as a critical aspect of pedagogical practice can lead to more effective communication, enhanced student engagement, and improved learning outcomes.

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