

SOME ASPECTS OF THEORETICAL PROBLEMS OF COMMUNICATIVE LINGUISTICS OF THE ENGLISH LANGUAGE

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Abstract: The article examines the development of communicative linguistics and such areas as the theory of speech acts, the theory of intercultural communication, and contrastive linguistics. Linguistics is a science that summarizes all the sciences of language and includes all fields. Some disciplines are so closely connected that their distinctions are blurred, they can simultaneously serve as assistants to several other disciplines, and therefore it is revealed that it is possible or impossible to speak of any systematicity.

Keywords: communicative linguistics, intercultural communication, development of communicative abilities.

НЕКОТОРЫЕ АСПЕКТЫ ТЕОРЕТИЧЕСКИХ ПРОБЛЕМ КОММУНИКАТИВНОЙ ЛИНГВИСТИКИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В статье рассматривается развитие коммуникативной лингвистики и таких направлений, как теория речевых актов, теория межкультурной коммуникации, контрастивная лингвистика. Лингвистика – наука, которая обобщает все науки о языке и включает в себя все области. Некоторые дисциплины настолько тесно связаны между собой, что их различия размыты, они могут одновременно служить помощниками нескольких других дисциплин, в связи с чем обнаруживается, что можно или невозможно говорить о какой-либо систематичности.

Ключевые слова: коммуникативная лингвистика, межкультурная коммуникация, развитие коммуникативных способностей.

INGLIZ TILI KOMMUNIKATIV TILSHUNOSLIGI NAZARIY MUAMMOLARINING AYRIM JIHATLARI

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Annotatsiya: Maqolada kommunikativ tilshunoslikning rivojlanishi va nutq aktlari nazariyasi, madaniyatlararo muloqot nazariyasi, qarama-qarshi tilshunoslik kabi sohalar ko'rib chiqiladi. Hamda tilshunoslik til haqidagi barcha fanlarni umumlashtiruvchi fan bo'lib, hamma sohalarni o'z ichiga oladi. Ba'zi fanlar bir-biri bilan shunchalik chambarchas bog'langanki, ularning farqlari xiralashgan, ular bir vaqtning o'zida bir nechta boshqa fanlarga yordamchi bo'lishi mumkin va shuning uchun hech qanday tizimlilik haqida gapirishning mumkin yoki mumkin emasligi ochib berilgan.

Kalit so'zlar: kommunikativ tilshunoslik, madaniyatlararo muloqot, kommunikativ qobiliyatlarni rivojlantirish.

INTRODUCTION

A sudden and radical change in the social life of our country, its “discovery” and rapid entry into the world, primarily the Western community, brought languages back to life, made them a real means of different types of communication, the number of which is growing day by day along with the growth of scientific and technical means of communication. Currently, this is why, at the higher school level, teaching a foreign language as a means of communication between specialists from different countries is not understood as a purely applied and highly specialized task of teaching physicists the language of physical texts, geologists - geological, etc. A university specialist is a widely educated person with fundamental training. Accordingly, the foreign language of a specialist of this kind is both an instrument of production, and a part of culture, and a means of humanitarizing education. All this presupposes fundamental and comprehensive training in the language.

MATERIALS AND METHODS

A student’s level of knowledge of a foreign language is determined not only by direct contact with his teacher. In order to teach a foreign language as a means of communication, you need to create an environment of real communication, actively use foreign languages in “live”, natural situations. This could be scientific discussions in a foreign language with the involvement of specialists, summarizing and discussing foreign scientific literature, reading individual courses in foreign languages, student participation in international conferences, working as a translator, which consists of communication, contact, the ability to understand and convey information.

Highly specialized communication through written texts does not exhaust the knowledge of language as a means of communication, a means of communication. Maximum development of communicative abilities is the main, promising, but very difficult task facing foreign language teachers. To solve it, it is necessary to master new teaching methods aimed at developing all four types of language proficiency, and fundamentally new educational materials with which

you can teach people to communicate effectively. At the same time, it would be wrong to abandon all old methods: from them it is necessary to carefully select all the best, useful, and tested by teaching practice.

RESULTS AND DISCUSSION

The term linguistics comes from the Latin word *lingua*, which means "language". Therefore, linguistics is the science that studies language.

It provides information about what distinguishes language from other phenomena of reality, what its elements and units are, how and what changes occur in language. Linguistics of the English language - studies the structures and patterns of the English language, its functioning and development, and also compares with other languages to identify connections with it.

The word "linguistics" is borrowed. If we stick to the variant of Russian origin, then it sounds like "linguistics" or "linguistics". Thus, linguistics is synonymous with "linguistics" and "linguistics".

Linguistics can be general or specific. General - examines, explores and compares all languages of the world as a whole. Linguistics of the English language is a particular linguistics that deals with one specific language. In the broad sense of the word, linguistics is divided into scientific and practical. Most often, linguistics refers to scientific linguistics. Linguistics is part of semiotics as the science of signs. Linguistic scientists are professionally engaged in linguistics.

Linguistics is a generalization of all sciences about language. Phonetics, grammar, vocabulary, stylistics, etc. It is impossible to list everything that linguistics includes because it includes everything. Some sciences are so closely intertwined with each other that their differences are blurred, they can be subsidiary to several other sciences at the same time, and therefore it is not possible to talk about any systematicity. Speaking about grammar, for example, we can clearly say that it has two subsections: morphology and syntax, which in turn have their own branches. They are all parts of linguistics.

Language is not given to the linguist by direct observation; Only facts of speech, or linguistic phenomena, are directly observable - that is, speech acts of

native speakers of a living language, together with their results (texts) or linguistic material.

Being a humanitarian science, linguistics does not always distinguish the subject of knowledge (the psyche of the linguist) from the object of knowledge (the language being studied). People with subtle linguistic intuition and heightened linguistic reflection often become linguists.

The main answer to the question of solving the current problem of teaching foreign languages as a means of communication between representatives of different peoples and cultures is that languages should be studied in inextricable unity with the world and culture of the peoples speaking these languages. Teaching people to communicate (orally and in writing), teaching them to produce, create, and not just understand foreign speech is a difficult task, complicated by the fact that communication is not just a verbal process. Its effectiveness, in addition to knowledge of the language, depends on many factors: the conditions and culture of communication, rules of etiquette, knowledge of non-verbal forms of expression (facial expressions, gestures), the presence of deep background knowledge and much more [1].

The emergence of communicative linguistics characterized a new stage in the development of modern science of language. Characterizing “pre-communicative” linguistics, G.V.Kolshansky writes: “Naturally, since its inception as an independent science, linguistics has always been concerned with the semantics of linguistic units - initially with the main emphasis on the semantics of words (lexicography), later with the semantics of statements, the semantics of grammatical forms, then especially the semantics of a sentence (syntactic semantics), and more recently the semantics of a text (text linguistics). However, this work was carried out, as a rule, in the field of semantics of independent units in an isolated state (semantics of individual words, individual forms, individual types of sentences)” [2].

Currently, communicative linguistics is represented by several directions, differing both in theoretical premises and in research methods, as well as in the

material studied. Communicative linguistics can include such linguistic directions as the theory of speech acts, the theory of intercultural communication, and contrastive linguistics.

The most widespread in modern communicative linguistics is the theory of speech acts, proposed and developed by J.Searle and J.Austin [3], which analyzes speech in the context of human life and activity and is based on the fact that "... speech... is the essence of the action that occurs between people". The speech act involves the speaker and the addressee, acting as bearers of certain mutually agreed upon social roles or functions. Participants in speech acts have a fund of general speech skills (speech competence), knowledge and ideas about the world.

A speech act is considered as a way for the addresser to achieve a certain communicative intention, which in turn is a determining factor in the selection of linguistic means. This is the main feature of the theory of speech acts, which can contribute to the study of the mechanisms of language use to achieve diverse goals that arise during speech interaction.

Achieving the predicted result is a criterion for the success of any communication, including speech. I.A.Sternin, diagnosing the effectiveness or ineffectiveness of communication, proposes to take into account such an aspect as the balance of relations between communicants: "Effective speech influence should be recognized as one that satisfies two basic conditions: it achieves the speech and non-speech goals set by the speaker and maintains the balance of relations between the participants communication, that is, achieves the communicative goal. The communicative goal ensures compliance with the established rules of communication during the communication itself, compliance with the communication style adopted for a certain situation" [4].

It is known that the communication process is governed by a number of rules. The general rules (principles) that govern verbal communication are widely discussed in pragmatic studies, mainly on the basis of the so-called principles of communication. I would like to note that for foreign languages, the leading function of which is verbal communication, the main units of content are types of

speech activity: expressing thoughts orally (speaking); in writing (letter); listening perception and understanding (listening); perception and understanding of written speech and texts (reading). Each type of speech is a complex and unique system of creative skills, based on knowledge and skills, aimed at solving various communicative problems.

In the course of learning a foreign language, students develop a wide variety of skills and abilities. These usually include speech skills (the ability to speak, listen, read and understand, etc.), skills in using vocabulary, grammar, or pronunciation skills that are included as elements of speech skills. All of the above is certainly included in the content of a foreign language, since it is the basis for achieving the practical goal of language teaching. But one cannot argue with the fact that thoughts, spiritual values, culture, non-verbal means of communication form an integral part of teaching a foreign language and are one of the modern areas of communicative linguistics - intercultural communication. The definition of intercultural communication is obvious from the term itself - it is communication between people representing different cultures. The term "intercultural communication" refers to adequate mutual understanding between two participants in a communicative act belonging to different national cultures.

"The first place among the nationally specific components of culture is occupied by language. Language primarily contributes to the fact that culture can become both a means of communication and a means of separating people. Language is a sign that its speakers belong to a particular society" [5].

Cultural anthropology is an extremely broad fundamental science that studies the general problems of the cultural development of mankind, absorbs the knowledge of all other humanities, and studies the unified process of human cultural development. Cultural anthropology studies the development of culture in all its aspects: way of life, vision of the world, mentality, national character, results of spiritual, social and industrial activities of a person. Cultural anthropology studies the unique human ability to develop culture through communication, through communication, including speech, and examines the huge diversity of

human cultures, their interactions and conflicts. Particular attention is paid to the interaction of language and culture.

In the last decade, oral forms of so-called mass communication (oral speech on radio and television) have become the subject of active linguistic research. Interest in the specifics of intercultural communication and national characteristics of communication encourages researchers to describe these characteristics. One of the most effective ways to identify the national specifics of the communicative behavior of native speakers and the organization of communicative space in different communicative cultures is a comparative description of this behavior [6].

One of the areas in the field of research in general linguistics, which has been intensively developing since the 50s. XX century, is contrastive linguistics. The goal of contrastive linguistics is the comparative study of two or more languages to identify their similarities and differences at all levels of the linguistic structure. The methods used in such studies, on the one hand, are closely related to the development of theory in various areas of modern general linguistics, and on the other hand, they depend on the goals and orientation of a particular work of a comparative nature. In this method of studying a foreign language, the native language is taken as the initial model - the "standard language" (source language), with which the foreign language being studied (target language) is compared along the lines of similarities and differences.

When learning any language, it is important to pay attention to a number of its components. This also applies to linguistics. The term linguistics comes from the Latin word *lingua*, which means "language". Therefore, linguistics is the science that studies language. It provides information about what distinguishes language from other phenomena of reality, what its elements and units are, how and what changes occur in language. Linguistics of the English language examines the structures and patterns of a given language, its functioning and development, and also compares it with other languages to identify connections with it.

Linguistics can be general or specific. General linguistics – examines, studies and compares all the languages of the world as a whole. Particular

linguistics considers only one specific language. In our case, English. Linguistics is divided into scientific linguistics and practical linguistics. Most often, linguistics refers to scientific linguistics. Linguistics is part of semiotics as the science of signs. This means that linguistics is a generalization of all sciences about language. Phonetics, grammar, vocabulary, stylistics and others are its branches. It is impossible to list everything that linguistics includes. Some sciences are so closely intertwined with each other that their differences are blurred; they can be subsidiary to several other sciences at the same time.

Speaking about grammar, for example, we can clearly say that it has two subsections: morphology and syntax, which, in turn, have their own branches. They are all parts of linguistics. Language is not given to the linguist through direct observation; only facts of speech or linguistic phenomena are directly observed, that is, speech acts of native speakers of a living language along with their texts or linguistic material.

Linguistics involves observation; registration and description of speech facts; developing hypotheses to explain these facts; formulation of hypotheses in the form of theories and models describing language; their experimental verification and refutation; predicting speech behavior. The explanation of facts can be internal through linguistic facts, or external through physiological, psychological, logical or social facts.

Empirical linguistics obtains linguistic data in two ways. First: the experimental method is observation of the behavior of speakers of living dialects. The second way: operating with philological methods, collecting materials from written languages and interacting with philology, which studies written monuments in their cultural and historical connections.

Theoretical linguistics studies the laws of language and formulates them in the form of theories. It can be either descriptive (describing real speech) or normative (indicating how one “should” speak and write).

The language studied by a linguist is an object language, and the language in which a theory is formulated is a metalanguage. The metalanguage of linguistics

has its own specifics: it includes linguistic terms, names of languages and linguistic groups, special writing systems (transcription and transliteration).

CONCLUSION

Metatexts are created in a metalanguage - these are grammars, dictionaries, linguistic atlases, maps of the geographical distribution of languages, language textbooks, phrase books, etc. We can talk not only about languages, but also about language in general, since the languages of the world have much in common [1]. Special linguistics studies a single language, a group of related languages, or a pair of contacting languages. General linguistics studies the common features of all languages empirically and deductively, the general patterns of language functioning, and develops methods for studying language. Part of it is typology, which compares different languages regardless of the degree of their relationship and draws conclusions about language in general. Monolingual linguistics is limited to the description of one language, but can distinguish different language subsystems within it and study the relationships between them. Diachronic linguistics compares different time periods in the history of a language. External linguistics describes language in all its diversity of social variants and functions. Internal linguistics considers language as a homogeneous code, where description can be oriented towards written and oral speech; may be limited only to the “correct” language or take into account various deviations from it; can describe only a system of patterns that operate in all varieties of language or include rules for choosing between options depending on extra-linguistic factors. This means that linguistics is the science of language.

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