

## Pragmatic Goal in Context

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**Abstract:** In traditional pragma linguistics, the main focus is on the speaker's communicative goal, and the listener's participation in meaning-content formation is not given much importance.

Speech creativity and context are interrelated phenomena. It also mentions the need for context elements to be mutually adapted in the process of communication.

**Key words:** Semantic, syntactic, monograph, deixis, implicature, presupposition, discourse, linguistic, semiotic, psycholinguistics, sociolinguistics, cognitive, anthropology, structuralism.

The leading Uzbek linguists emphasized the need to take into account the "semantic, syntactic and pragmatic" aspects of these phenomena in order to achieve perfection in the study of linguistic phenomena. As a result of following this teaching, a unique school of pragmalinguistics was formed in our country, and during the following years, a number of dissertation studies on the topic were carried out, and significant monographs and educational literature were published (Hakimov 2020). In the mentioned works, problems related to deixis, implicature, presupposition, speech acts and the structure of discourse are being discussed. Also, sometimes the social aspects of pragmatics, the cases that appear in texts of different genres, are studied.

Despite the fact that pragmalinguistics occupies an important place among the fields of linguistics, it is still difficult to reach a consensus about its status and tasks. In particular, theorists of speech acts believe that it is difficult to give a clear explanation of the norm of the concept of pragmatics. According to Leach, pragmatics is the study of how discourse structures convey meaning in certain situations. Another English scientist notes that the object of study of pragmatics is linguistic forms and the relationship of individuals who use them. In our opinion, it is important to pay attention not only to the use of language, but also to the issue of its understanding when defining the research object of pragmatics. After all, the goal of communication is ensured only if the content intended by the speaker (author) clearly reaches the listener.

When talking about the object of pragmalinguistic research, it is natural to ask whether this direction should be considered as a specific field of general linguistics or whether it is better to leave it within the framework of applied linguistics, which conducts a multifaceted analysis. In our opinion, it is problematic to sharply distinguish different aspects of pragmalinguistics from each other. Therefore, the point of view expressed in *Understanding Pragmatics* by J. Verschuren seems promising. The scientist evaluates pragmatics as a science aiming to study "cognitive, social and cultural features of the use of linguistic phenomena in various forms of speech - forms of action."

Linguistics is traditionally divided into such parts as phonetics, phonology, morphology, syntax, semantics. But pragmatics cannot be placed alongside these parts. "Pragmatics is a different look at the phenomena studied by phonologists, morphologists, syntaxists, semanticists, psycholinguists and sociolinguists."

Linguistic phenomenon of any level can be studied from the point of view of its application, therefore, pragmatic content is expressed at all levels. Even at the phonetic level, speakers

pronounce sounds differently. Based on these pronunciation norms, it is possible to determine which social group the speaker belongs to. Morphemes, the use of words, also have a pragmatic purpose, and therefore they have different meanings. However, the possibility of consistently and objectively elucidating the contextual basis of the use of language units in the direction of traditional pragmatic analysis is limited.

Charles Morris, the founder of the field of pragmatics, divided syntax, semantics and pragmatics into separate fields, based on three main concepts: a) linguistic sign; b) the thing in reality represented by the sign is an event; c) the person who uses the sign and interprets it. According to the scientist, the interaction of linguistic signs is studied within the framework of syntax, while semantics focuses on the relationship between signs and the objects named by them, and finally, the object of study of pragmatics is the relationship between signs and their users.

These notes of Morris already indicate that the research scope of pragmatics is wide and encourage a comprehensive analysis of the factors that ensure communication.

Regardless of how diverse the area of pragmatics and the opinions about its object of study are different, all researchers do not forget to mention the concept of "context" in their descriptions. It cannot be denied that this concept occupies a leading position in pragmalinguistic studies. The concept of context means the environment in which the speech structure is formed and includes linguistic, socio-cultural factors. Naturally, the essence of language units is reflected in the situation and environment in which they are used. A separate word outside the context is only a symbolic sign and does not express a specific meaning, its true meaning depends on the context in which it occurs. It is for this reason that two terms occupy the main place in the definitions given to pragmatics. One of them is "information" and the other is "context".

Context is a complex phenomenon that is directly related to meaning or content studied in the fields of linguistics and literary studies. The phrase "any word used in a new context is a new word" (Firth 1957: 190) once said by the exponent of structuralism means that the meaning of a lexical unit is the result of its use in a particular environment. Context can be linguistic and situational.

Normal communication always takes place in a certain environment, and this is directly reflected in the activity of using language and understanding the content. In other words, the alternative and appropriateness of this or that speech act is determined in relation to the context of speech communication. A speech structure without an alternative to the context, the situation, loses its meaning. Therefore, in the analysis of content and pragmatic alternatives, linguists turn away from the grammatical structure of the structure and turn to non-linguistic indicators. Accordingly, the context plays an important role in the analysis of dialogues in the artistic text.

Researchers dealing with the problem of context note that this phenomenon is composed of various factors. J. Firth in his book mentioned above considers context as consisting of text and situation (Firth 1957: 190). It is customary to divide contexts into three types, namely linguistic, cultural and situational contexts. Linguists based on J. Forst's theory focus on the relationship between language and society when describing the context. For them, changes in context cause changes in language, and also context is a specific semiotic structure that expresses the set of meanings of the semiotic system that organizes culture (Halliday 1978). Researchers following this idea of the London Functional School captain try to describe the context in relation to the situation that occurs outside the text.

J. Verschueren takes a somewhat different approach to the phenomenon of context in his book *Understanding Pragmatics* mentioned earlier (Verschueren 1999: 75-114). First of all, he divides this phenomenon into two types, that is, linguistic and communicative. The first of them includes the mode of communication, continuity, cohesion and intertextuality, while the communicative context consists of the material, social and intellectual worlds of language users (Verschueren 1999: 76).

J. Vershurin, while commenting on the concept of context, considers it necessary to mention the interaction between the speaker and the recipient of information, the ability to adapt their speech act to the situation. The scientist recognizes that the context determines the choice of linguistic units, noting that the realization of the pragmatic goal is adapted to a certain context.

**Conclusion.** Therefore, speech creativity and context are interrelated phenomena. Understanding activity is also dynamic. Dialogue participants can understand the content of the speech structure in different ways while performing the actions of forming, proving and transmitting linguistic information in a certain situation. Such a different interpretation creates a new situation. Meanwhile, J. Verschuren relates context to the process of communication in action and notes that it changes during this process. The scientist also mentions the need for context elements to be mutually adapted in the process of communication. This requires the analysis of the factors that ensure adaptation.

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