

SOME PROBLEMS OF COMMUNICATIVE LINGUISTICS OF THE ENGLISH LANGUAGE

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Abstract: This article examines the development of communicative linguistics and areas such as speech act theory, intercultural communication theory, and contrastive linguistics. In addition, the article examines the problems and shortcomings that arise in the process of communication and provides solutions.

Key words: Language, communication, real situations, different cultures, language mechanisms.

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 humanizing education. All this presupposes fundamental and comprehensive training in the language.

MATERIALS AND METHODS.

The level of knowledge of a foreign language by a student 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, and 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.

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].

Discussion and results. 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 with the semantics of sentences (syntactic semantics), and in recently – text semantics (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. Sternin I.A., 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.

Language occupies first place among the nationally specific components of culture. 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.

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