

Pragmalinguistic and cognitive markers of oral speech: correlation with the psychotype of the speaker

Akhmedova Nodira Rustamovna

English teacher at
Uzbekistan State University of World Languages

Abstract: This article provides information on the important role of pragmalinguistic and cognitive features of oral speech in the formation of effective communication and the fact that pragmalinguistic features include various elements of language use under the influence of the context and the speaker's communicative goals.

Key words: oral speech, pragmalinguistics, subject of pragmatics, linguistics, language, object, idea.

Introduction:

Interdependence of the concepts of language and activity. The relation of linguistic pragmatics to other areas in linguistics. History of the study of linguistic pragmatics. Research object and subject of linguistic pragmatics. The application of the activity theory to the definition of the subject of pragmalinguistics gave an anthropological spirit to this field of linguistics and encouraged the interpretation of the human characteristics and anthropological essence of linguistic phenomena as the subject of pragmatics. The cooperation of linguistic and pragmatic factors in the speech realization of linguistic possibilities is the subject of substantial-pragmatism. It should be noted that views on the pragmatic nature of language have been expressed in various disciplines since ancient times. Attention was paid to the pragmatic features of the language both before Socrates and later during the time of Aristotle. In the expression of ideas, auxiliary means are also important in harmony with the language, the main function of the language is communication, the speaker and the listener are the main figures in its realization, the qualitative changes of the voice in the art of speaking - high or low expression in the transmission of information it is mentioned that it gives additional subtleties. It is not for nothing that the ideas of pragmatism, which formed as a separate movement in philosophy in the 20s and 30s of the last century, were propagated.

Materials and Methods:

The issue of determining the object of study of pragmalinguistics and determining its status has been the center of attention of linguists for many years. Taking into account that language is a system of signs, considering the relationship between linguistic signs and the persons who create, transmit and receive them as the center of study of pragmatics, in our opinion, is the right approach. Forms of speech etiquette, which express the relationship between people, and the social character of speech are considered the field of study of linguistic pragmatics. According to the purpose and direction of the conversation in the speech intervention process, P. Grays points out the following four principles:

- a) Completeness of information;
- b) Quality of information (proper speaking);
- v) Not to deviate from the information direction;
- g) Speaking manner (clear and short)3.

Works specific to this direction have also been carried out in Uzbek linguistics. For example, the works of H. Abdurahmonov, N. Mahmudov, B. Orinboev, S. Mominov (Orinboev B., Soliev A.; Mominov S.) in the direction of speech culture and communicative behavior, P. Grays As mentioned, it is one of the general issues of linguistic pragmatics. The emergence of such studies plays an important role in the completion of the theory of linguistic pragmatics. It is natural to have such signs of information for the communication process, but it is necessary not to come to the conclusion that such social moral standards of speech etiquette do not serve to open directions related to the theoretical aspects of linguistic pragmatics. Why is the theory of pragmatics like this? will have its essence with the justification of such questions. In particular, the attitude of adults towards children expressing gratitude with the word "Barakallo" is one of the manifestations of speech etiquette, which is considered a normative situation. However, in cases where it is

the opposite, the theoretical need for linguistic pragmatics has increased, because in such cases, "Why is it so?" A question like this attracts the attention of many linguists. If the feeling of gratitude of young people to adults is not expressed with the help of socio-performative formulas characteristic of youth speech, such expressions need a linguo-pragmatic explanation. It is known that any form of language and speech units has its place according to its functional use. If these units change according to the age of the subject of speech, according to the place of use and methodological deviation, the need for pragmatic analysis will certainly increase in this process.

Linguistic pragmatics studies introductory evaluative words and devices related to the subjective modal aspect of expression. The use of introductory and evaluative words in the text plays an important role in determining the author's attitude to the objective world and the information he expresses. The theory of discourse, which expresses the inner subjective psyche of a person, is also an object of study of pragmatics. Another major problem of linguistic pragmatics is presupposition. Presupposition should be distinguished from speech acts, which are the substantive component of the sentence. For example, in the sentence "Close the door", the semantic content of "your door is open" is a presupposition. "For speech communication to be carried out correctly and realistically, communicators should be familiar with certain facts before the moment of speech, and should have certain knowledge and awareness of the general situation.

Results and Discussions:

A person's speech consciousness and worldview are closely related to his ideology. Through his speech, a person receives certain information in society, and at the same time transmits certain information through speech. In this process, non-verbal tools come into play to increase the effectiveness of speech. On the other hand, non-verbal means serve as the main auxiliary means for the manifestation of language signs in speech. It should also be said that non-verbal means are considered as one of the main factors in creating a pragmatic process in speech. Also, pragmatic information can be expressed non-verbally through a communication situation. The role of non-verbal means is determined depending on the communicative situation, the meaning of the sentence, when, where and by whom it is said. These actions are, of course, inextricably linked with the concept of context. Context is an important part of any oral communication, and it is the reason for successful communication. This, in turn, creates a pragmatic situation. Also, every piece of information expressed in speech is expressed based on space and time. If we look at language, first of all, as a means of communication and information transmission, it should be noted that the main feature of this function of language is deixis. is a branch of linguistics that studies the features of creating language units that depend on the features of the participants of the speech act.

The main issue of this field is to determine the lexical meaning of various language components at different language levels, that is, in different conditions of their use in speech. The main object is speech acts, based on which the theses of the theory of speech acts are studied in detail. In other words, pragmatics studies the methods used by objective speech components during communication and their interaction. Speaking about speech acts, it is necessary to dwell on J. Austin's theory. By the mid-1950s, John Austin formulated the theory of speech acts, in which he argued that a communication unit is no longer just a statement, but a speech act related to the expression of questions, explanations, descriptions, etc., and this process is generally accepted. is carried out in accordance with the principles and rules. The process formed in the situation of direct communication with the interlocutor is related to speech acts.

Pragmalinguistic and cognitive features of oral speech play an important role in the formation of effective communication.

Pragmalinguistic features include various elements of language use under the influence of the context and the speaker's communicative goals. These features include:

1. Speech acts: ways of using language to perform actions such as making requests, giving commands, or expressing intentions.
2. Politeness strategies: Linguistic expressions and conventions used in communication to convey politeness, respect and social norms.
3. Turn and consistency: Understanding the turn of speakers during the conversation and maintaining consistency in their speech.
4. Contextual references: Using pronouns, deixis and other linguistic devices to refer to elements in the immediate and wider context of the conversation.

Cognitive features of speech include mental processes and mechanisms that are the basis for language formation and understanding. These features include:

1. Memory and attention: The role of memory and attention in the processing and storage of information during oral communication.
2. Language Processing: How the brain processes linguistic information, recognizes patterns, and creates meaning from speech signals.
3. Cognitive load: mental effort and resources involved in understanding and producing speech in real-time communication.
4. Pragmatic inference: The ability to infer speakers' intentions and intended meanings based on context and linguistic cues.

Understanding and becoming proficient in both the pragmatic and cognitive features of spoken language are essential to effective communication as they contribute to successful interaction, mutual understanding, and the delivery of intended messages.

Pragmalinguistics deals with the study of language use in context, focusing on the ways in which language is used to achieve communicative goals. It examines how the speaker uses linguistic resources within a given speech situation, taking into account such factors as the speaker's intention, the relationship between the interlocutors, social and cultural norms that affect communication and related to the mental processes and cognitive mechanisms involved in understanding. It involves various aspects such as language processing, memory, attention, and the interaction of language and thought. Understanding the cognitive features of spoken language involves studying how people perceive, process, and produce language during spoken communication. The relationship between spoken language and the speaker's "psychotype" is complex, and is a multifaceted subject. A "psychotype" usually refers to the psychological characteristics of an individual, which can encompass many traits, including personality traits, emotional tendencies, cognitive styles, etc. In fields such as psychology, linguistics, and cognitive science, the distinction between speech patterns and psychological traits is made. Although research examining the relationship is ongoing, this topic should be approached with caution.

Conclusion:

The relationship between speech and psychotype is not simple, and any correlation may be influenced by many variables, including cultural differences, individual variation, and contextual factors. Speech in Clinical Psychology and Related Fields analysis, including prosody, vocabulary choice, and speech patterns, are sometimes used to gain insight into a person's psychological state. However, it should be noted that such analyzes are usually conducted by trained professionals under high supervision and in specialized settings, interpreting the results in the context of an individual's psychotype requires careful consideration of ethical, confidentiality, and accuracy issues, should be approached with sensitivity to the potential for misinterpretation and misinterpretation. As with any study at the intersection of psychology and language, rigorous scientific research, ethical considerations, and responsible interpretation are essential

References:

1. Kenjebalina G.N. Lingvopragmatika. – Pavlodar, 2012.
2. Maslova A.Yu. Vvedenie v pragmalingvistiku. – M., 2010.
3. Safarov Sh., Toirova G. Nutqning etnosotsiopragmatik tahlili asoslari. – Samarqand, 2007.
4. Mahmudov N. Presuppozitsiya va gap // O‘zbek tili va adabiyoti, 1985, 6-son.
5. Hakimov M. O‘zbek tilida matnning pragmatik talqini: filol.fanlari d-ri diss. ...avtoref. – Toshkent, 2001
6. Iskandarova Sh.M. O‘zbek nutq odatining muloqot shakllari: filol.fanlari nomz. diss. ...avtoref. – Samarqand, 1993.
7. Toirova G.I. Nutq muloqot situativ pragmatik sistema sifatida. – Toshkent: “O‘zbekiston Milliy Ensiklopediyasi” Davlat ilmiy nashriyoti, 2013.