

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH  
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI  
THE ROLE OF CONTEXT IN LANGUAGE: EXPLORING SPEECH  
ACTS AND DISCOURSE**

**Teshaboyeva Nafisa Zubaydulla qizi**

Jizzakh branch of the National  
University of Uzbekistan named after Mirzo Ulugbek  
The faculty of Psychology, department of Foreign languages  
Phylogology and foreign languages

**Marina I. Solnyshkina Dr.Prof.,**

Department of Theory and Practice of Foreign Language Teaching,  
Kazan Federal University, Russia

**Abdusattorova Gulira'no Shavkat qizi**

Student of group 301-21

**Annotation:** This article explores the key concepts of pragmatics, speech act theory, and discourse analysis, all of which are central to understanding the dynamics of communication in both spoken and written language. Pragmatics examines how meaning is shaped by context, highlighting the role of situational factors, speaker intentions, and social roles in interpreting language. Speech act theory, rooted in the work of J.L. Austin and John Searle, builds on this by categorizing language use into three types of acts—locutionary, illocutionary, and perlocutionary—that focus on how language performs actions, such as requesting or asserting. Discourse analysis extends these ideas by studying the structure and organization of longer stretches of language, looking at how speakers manage turn-taking, maintain coherence, and reflect power dynamics in conversation. The article emphasizes the interconnectedness of these fields, showing how they together offer a comprehensive framework for analyzing language use in real-life communication. The article is valuable for students and scholars of linguistics, communication, and social interaction, offering insights into the complex processes of meaning-making that underlie everyday discourse.

**Key words:** Pragmatics, speech act theory, discourse analysis, context, meaning, illocutionary acts, locutionary acts, perlocutionary acts, communication, social interaction, turn-taking, cohesion, coherence, power dynamics, implicature, deixis, discourse markers, language structure, intention, social roles, language use, power and ideology.

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

Pragmatics, speech act theory, and discourse analysis are integral fields of study within linguistics, focusing on how language is used in context. While all three deal with the practical aspects of communication, they offer distinct perspectives on how meaning is constructed, conveyed, and interpreted in everyday interactions. Below is an overview of these three interrelated concepts.

---

### *Pragmatics: Understanding Meaning in Context*

Pragmatics is the branch of linguistics that deals with the use of language in social contexts. Unlike semantics, which focuses on the inherent meaning of words and sentences, pragmatics considers how meaning is shaped by the context of the utterance, the intentions of the speaker, and the relationship between the speaker and the listener.

Key features of pragmatics include:

- **Context:** Pragmatics emphasizes the role of situational and cultural context in shaping the interpretation of language. This includes factors such as the location, time, social roles, and shared knowledge between communicators.
  - **Implicature:** A key concept in pragmatics is implicature, which refers to what is suggested in an utterance, even though it may not be explicitly stated. For example, if someone says, "It's getting cold in here," the implied message may be a request to close the window, even though the speaker doesn't directly ask for it.
  - **Deixis:** Deictic expressions are words whose meanings depend on the context of the conversation. For example, "here," "there," "you," "I," and "now" all require contextual information to be understood correctly.
  - **Speech Acts:** Pragmatics examines the different ways in which language can be used to perform various actions, such as requesting, promising, or apologizing. This leads directly to speech act theory.
- 

### *Speech Act Theory: Language as Action*

Speech act theory, introduced by philosophers like J.L. Austin and further developed by John Searle, is a cornerstone of pragmatics. According to this

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

theory, when people speak, they are not merely conveying information; they are performing actions that can influence the world around them.

Speech act theory distinguishes between three main types of acts that are performed in communication:

1. **Locutionary Acts:** These are the basic acts of producing sounds, words, or sentences. It is the act of physically saying something.
2. **Illocutionary Acts:** These refer to the intention behind the utterance, such as making a promise, a request, or an assertion. The illocutionary force is what the speaker intends to achieve with their words.
3. **Perlocutionary Acts:** These are the effects that an utterance has on the listener. For example, a speaker might persuade, surprise, or convince the listener through their words.

A key aspect of speech act theory is the idea that communication is inherently social and goal-oriented. When a person asks, "Can you pass the salt?" they are not just inquiring about the ability of the other person to perform the action (a literal question about capability), but they are actually performing a request.

---

### *Discourse Analysis: The Study of Language in Use*

Discourse analysis refers to the study of larger units of language beyond the sentence level, focusing on how language functions in communication and social interaction. It looks at how speakers use language to organize, structure, and make sense of longer stretches of talk or written text.

Key aspects of discourse analysis include:

- **Turn-taking:** One of the fundamental features of discourse analysis is the study of turn-taking, or how speakers alternate in conversation. This analysis considers when it is appropriate to speak, how interruptions are managed, and how speakers signal they are finished speaking.
- **Cohesion and Coherence:** Discourse analysts also examine how different parts of a text or conversation are linked together to form a coherent whole. This involves the use of cohesive devices such as pronouns, conjunctions, and lexical choices that help connect ideas and maintain flow.

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

- **Power and Ideology:** Discourse analysis often explores how language reflects and reinforces social power structures. It investigates how speakers use language to assert dominance, influence others, or express ideologies.
- **Discourse Markers:** Words and phrases like "well," "so," and "you know" are studied in discourse analysis for their role in signaling the structure of conversation, indicating hesitations, or marking transitions between topics.

---

### *Interconnections between Pragmatics, Speech Act Theory, and Discourse Analysis*

While pragmatics, speech act theory, and discourse analysis focus on different aspects of language use, they are deeply interconnected.

- **Pragmatics and Speech Acts:** Pragmatics provides the theoretical foundation for speech act theory by highlighting the importance of context in understanding the function of an utterance. Speech act theory is a practical extension of this by categorizing the different ways in which speakers use language to accomplish communicative goals.
- **Speech Acts and Discourse Analysis:** Speech acts are a critical element of discourse analysis because they help explain how meaning is constructed in a conversation. By examining the illocutionary acts within a dialogue, discourse analysts can uncover how speakers accomplish social actions, influence others, and manage relationships in communication.
- **Pragmatics and Discourse Analysis:** Pragmatics informs discourse analysis by emphasizing the importance of context and the speaker's intentions. Discourse analysts often draw on pragmatic principles to understand how meaning is shaped by both the linguistic features of discourse and the social context in which it occurs.

---

**Conclusion:** Pragmatics, speech act theory, and discourse analysis are essential for understanding how language functions in real-world communication. While pragmatics examines the role of context in shaping meaning, speech act theory provides a framework for understanding the actions performed through language. Discourse analysis, on the other hand, explores how larger chunks of

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

language—whether spoken or written—are structured and function in communication. Together, these fields offer powerful insights into the complexities of human language use, providing a deeper understanding of how we convey and interpret meaning in everyday interactions. In summary, pragmatics, speech act theory, and discourse analysis offer complementary perspectives that enrich our understanding of how language operates in communication. Pragmatics focuses on the interplay between language and context, emphasizing the dynamic and social nature of meaning-making. Speech act theory deepens this by categorizing language use into actionable functions, such as requesting or promising, illustrating how speakers actively shape their interactions through language. Discourse analysis broadens the scope even further, investigating the structure and flow of extended communication, highlighting how meaning is constructed across turns of talk and through the use of cohesive devices. Together, these fields contribute to a holistic view of communication, recognizing that language is not just about transmitting information, but also about performing actions, managing relationships, and creating meaning within specific social contexts. This integrated approach to understanding language enhances our ability to analyze and interpret both everyday conversations and complex texts, making it invaluable in fields such as linguistics, communication studies, and social interaction research.

### REFERENCES

1. Austin, J. L. (1962). *How to Do Things with Words*. Harvard University Press.
2. Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press.
3. Grice, H. P. (1975). *Logic and Conversation*. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics, Volume 3: Speech Acts* (pp. 41–58). Academic Press.
4. Holmes, J. (2013). *An Introduction to Sociolinguistics* (4th ed.). Routledge.
5. Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge University Press.

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

6. van Dijk, T. A. (1997). *Discourse as Structure and Process*. Sage Publications.
7. Yule, G. (1996). *Pragmatics*. Oxford University Press.
8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE IN TESOL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).
11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. *Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar*, 1(1), 120-122.
12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.
13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from <https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84>
14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. *Журнал иностранных языков и лингвистики*, 5(5).
15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. *Журнал иностранных языков и лингвистики*, 5(5).
16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).
18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).
19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.
20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from <https://universalpublishings.com/index.php/itfttdm/article/view/3187>
21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноеазиатский журнал образования и инноваций, 2(12), 126-129.
22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от <http://nauchniyimpuls.ru/index.php/noiv/article/view/13128>
23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from <https://universalpublishings.com/index.php/itfttdm/article/view/3187>
24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от <http://nauchniyimpuls.ru/index.php/noiv/article/view/13126>
25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research

## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

- 2023", 1(12), 113–115. Retrieved from <https://universalpublishings.com/index.php/cusr/article/view/3185>
26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from <https://universalpublishings.com/index.php/itftdm/article/view/3191>
27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от <https://inlibrary.uz/index.php/computer-engineering/article/view/25759>
28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, 2(12), 187-192.
29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 2(2), 68-70.
30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, 1(9), 94-97.
31. Nafisa, T. (2023, December). Secondary ways of word formation. In " *Conference on Universal Science Research 2023*" (Vol. 1, No. 12, pp. 109-112).
32. Nafisa, T. (2023). VOWELS AND THEIR MODIFICATIONS. *Новости образования: исследование в XXI веке*, 2(16), 298-305.
33. Nafisa, T. (2023, December). Secondary ways of word formation. In " *Conference on Universal Science Research 2023*" (Vol. 1, No. 12, pp. 109-112).
34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, 1(6), 53-57.



## FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, 2(15), 563-567.
36. Nafisa, T. (2023, December). Word Formation: Compounding. In "Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 113-115).
37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, 2(16), 292-297.