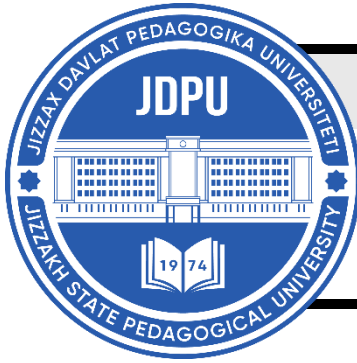


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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE PRAGMATIC PERSPECTIVE OF EDUCATIONAL  
DISCOURSE****Shakhnoza Bobojonova***Doctor of Philosophy in Philology,  
Tashkent University of Applied Science**E-mail: [shakhnozabobojonova@gmail.com](mailto:shakhnozabobojonova@gmail.com)**Uzbekistan, Tashkent***ABOUT ARTICLE**

**Key words:** educational discourse, pragmatics, communicative intent, teacher-student interaction, politeness strategies, linguistic pragmatics.

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**Abstract:** This study examines the pragmatic aspects of educational discourse, focusing on how communicative interactions in educational settings are shaped by linguistic, social, and cognitive factors. The article defines speech participants' roles, discourse coherence, politeness strategies, and the influence of contextual elements such as status-role relationships, cultural norms, and communicative intent. By analyzing various examples of teacher-student interactions, the article highlights how educational discourse functions as a dynamic and value-laden system of communication that extends beyond linguistic structures to encompass meaning negotiation, socialization, and personal development.

**Introduction**

Pragmatics has been interpreted in various ways. Crystal provides a compelling definition, describing pragmatics as the study of language from the perspective of its users, focusing on the choices they make, the limitations they face in social interactions, and the impact their language use has on others in communication. Essentially, pragmatics examines communicative actions within a sociocultural framework, prioritizing intended meaning over literal interpretation. Celce-Murcia and Olshtain emphasize that it primarily concerns the situational aspects of communication.

Any linguistic analysis that takes context into account falls within the domain of pragmatics. As Brown and Yule wrote that discourse analysis involves syntax and semantics but is fundamentally rooted in pragmatics. This idea supported by Ellis that the fields of discourse analysis and pragmatics focus on how language is used in real life situations. In practice, human communication extends beyond vocabulary, grammar rules, and sentence structures. People often communicate messages that go beyond the literal meaning of their words, implying deeper or hidden meanings within their utterances.

Linguistic pragmatics' specific issues are directly related to the concepts of speech participants and speech situations. Knowing certain grammatical rules and the names of existing objects, phenomena, and events does not necessarily mean that a speaker can effectively express their intended message. The speaker must also understand the essence of the speech situation, as this plays a crucial practical role in accurately conveying their communicative intent. Moreover, for a speaker to clearly and correctly express their communicative intent in speech, they must also be familiar with the social norms related to national customs and traditions.

Discourse shares linguistic features with text, yet it extends beyond the boundaries of text as a concept. Its analysis necessitates examining various factors, including communicative objectives, intentions, values, and the pragmatic perspectives of participants. Additionally, it involves considering their social roles, prior knowledge of the communication context, details about the interlocutor, temporal and spatial aspects, and other relevant elements.

### **Methods**

When studying discourse, both linguistics and philosophy emphasize the meanings that emerge through human interaction. Rather than relying on rigid, abstract definitions, they focus on concepts that actively function within acts of communication and discourse.

Educational discourse serves a distinct purpose, encompassing socialization, education, and the upbringing of new members of society. It is inherently personality-oriented, as its goals, methods, and tools are aimed at fostering the learner's personal development. Additionally, it is defined by status-role relationships between participants, particularly the teacher and the learner, and it takes place within a specific social institution, such as an educational establishment. Educational discourse includes the speech of researchers, teachers, professors, students, learners, scientific research, conferences, and forums.

During the educational process, people communicate, exchange knowledge, and interact within the learning environment. It functions as a system of value-semantic communication

between participants in the educational process. This system is dynamic, existing across various educational environments, and includes discourse participants, educational objectives, values, and content. Academic speech can be discussed as a concept in linguistics, pedagogy, or as a term referring to academic or scientific discourse. Additionally, educational speech is a linguistic and communicative phenomenon where teachers and students use language for communicative purposes and exchange knowledge with one another. The terms "teacher" and "student" are not only used as addresser and addressee in educational discourse but also considered as active participants in the teaching process. The subjects of educational discourse possess specific status-role functions, motivations, values, and personal qualities. They have the ability to individually interpret meanings. The moral values of society play a crucial role in shaping and reinforcing the value orientations of the participants in educational discourse.

Analyzing educational discourse includes the entire process of educational activities and its social relationships. In educational discourse, the teacher's role and the social participants and tools of the teaching process are considered research objects. From a pragmatic perspective, the semantic structure of a teacher's speech aligns more with formal speech norms than that of a student's, as the teacher's pragmatic goal in speech is to persuade and explain, while the student's speech acts are aimed at substantiating specific thoughts.

Educational discourse is not merely a simple sequence of individual linguistic units linked semantically; rather, it can be analyzed as a potential structure or purposeful linguistic activity reflecting the positions, motives, attitudes, and perspectives of communicators. Based on this, the following analysis can be considered:

Oltinoy Sulaymonova:

"I was the eldest among Dyushen's students. That is why I was more capable than the others, but I think there was another reason. Every word my teacher said and every letter he showed me was sacred to me; my respect for him was immense. There was no greater purpose in my world than to absorb Dyushen's teaching into my ears."

In this speech, we can observe the student's attitude toward the teacher, their perspectives, and their understanding of the world based on age differences.

Educational discourse serves as a communicative model of linguistic activity that reflects the inner world of the participants, as well as the events, facts, and realities of the communication situation. This activity is linked to thoughts, values, and a system of interests, as it encompasses both the objective consciousness of an individual and their subjective interpretation. For example:

Dyushen: "I brought these poplar seedlings for you. We will plant them together, and by the time they grow tall and strong, you too will have matured and flourished like a flower. You have a pure heart and a sharp mind. I believe that if you study, you will achieve great success. I am certain of this—you will remember my words. Your forehead bears a bright future. Right now, you are like a young sprout; let's plant these saplings with our own hands! May your happiness blossom through learning. Your sparkling eyes are precious to me..."

In this dialogue, the participants' communication aligns with their inner worlds, while factors such as the speaker's and listener's social status and the situation itself play a significant role in the communication process.

Differences in speech between speakers of different ages are also observed as distinct societal groups, with notable disparities between them. This can be clearly seen in the following examples of educational discourse. The ways students describe their teachers and their attitudes toward lessons vary.

*Teacher-student dialogue from Brad Cohen and Lisa Wisoki's book "Front of the Class":*

*Brad: "I knew I was making noises. How could I not know? But I didn't know why. So when my teacher challenged me to stand up in front of the class, it changed the way I looked at the noises. If the teacher—someone who is supposed to be a role model—would not accept me, then how could I expect the students to accept me? Her negative attention made me nervous and confused. Classrooms should be safe places for children to learn, but in this class, with this teacher, nothing was safe."*

*Brad: "My math teacher at that time, a tall, skinny man who towered over his students, was particularly difficult. He was a stern man who seldom smiled, and he had no tolerance for my tics. He thought I was doing 'the hiccups' on purpose. He truly believed I could control them and that I was only ticcing to get attention. Not too far into the school year, he began putting me in timeout whenever my tics started to bother him—which was pretty much constantly. He started sending me to timeout several times a week. I began having trouble concentrating in class because I was trying so hard not to tic."*

It should be emphasized that speech differs significantly between individuals aged 18-25 and those aged 30-50 and older. The examples above illustrate how a student's social status, age, abilities, and knowledge affect their attitude toward the teaching process and how teachers, in turn, approach students differently.

Linguist L. Raupova notes that the gender of the speaker and listener plays a significant role in dialogic discourse. Not only do men and women differ biologically and physiologically, but their speech also varies from one another.

### **Conclusion**

As a conclusion. It summarizes the pragmatic aspects of educational discourse, emphasizing the role of communicative intent, status-role relationships, and linguistic strategies in shaping teacher-student interactions. The analysis demonstrates that educational discourse extends beyond mere language use, encompassing meaning negotiation, socialization, and personal development. Teachers and students, as active participants, employ various pragmatic tools such as politeness strategies, and contextual adaptation to facilitate effective communication.

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