



PRAGMATIC FEATURES OF TEACHER SPEECH IN THE PROCESS OF HIGHER EDUCATION

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Abstract. This article examines the pragmatic features of teacher speech in the process of higher education. The study focuses on classroom discourse and analyzes how pragmatic strategies used by student-teachers influence communicative interaction, student engagement, and learning effectiveness. The research is based on a qualitative and comparative analysis of 30 student-teachers' open lessons conducted during their pedagogical practice in secondary schools. The findings reveal that directive, interrogative, and expressive speech acts play a significant role in classroom management and student motivation. However, the results also indicate that many student-teachers still face difficulties in establishing effective communicative interaction with pupils, which shows that their pedagogical communicative competence is not yet fully developed. The study highlights the importance of pragmalinguistic awareness in improving teaching effectiveness and classroom communication.

Keywords: pragmatics, pedagogical discourse, teacher speech, communicative competence, classroom interaction, speech acts, higher education

Annotatsiya. Ushbu maqolada oliy ta'lim jarayonida o'qituvchi nutqining pragmatik xususiyatlari tahlil qilinadi. Tadqiqot auditoriya diskursi asosida olib borilib, talaba-o'qituvchilarning pragmatik strategiyalari o'quvchilar bilan kommunikativ muloqot, faollik va o'qitish samaradorligiga qanday ta'sir ko'rsatishi o'rganiladi. Tadqiqot 30 nafar talaba tomonidan pedagogik amaliyot jarayonida maktablarda o'tkazilgan ochiq darslarni sifatli va qiyosiy tahlil qilishga asoslangan. Natijalar shuni ko'rsatadiki, buyruq, savol va emotsional-ekspressiv nutq aktlari dars jarayonini boshqarish va o'quvchilar motivatsiyasini oshirishda muhim rol o'ynaydi. Shu bilan birga, ko'plab talabalarda o'quvchilar bilan samarali kommunikativ aloqa o'rnatish ko'nikmasi to'liq shakllanmaganligi aniqlangan. Tadqiqot pedagogik kommunikatsiyada pragmalingvistik yondashuvning ahamiyatini ko'rsatadi.

Kalit so'zlar: pragmatika, pedagogik diskurs, o'qituvchi nutqi, kommunikativ kompetensiya, auditoriya muloqoti, nutq aktlari, oliy ta'lim

Introduction

In modern pragmalinguistic and pedagogical communication studies, classroom discourse in higher education has become one of the important areas of scientific research. In the educational process, teacher speech functions not only as a means of transmitting information, but also as a communicative-pragmatic mechanism influencing students' thinking, motivation, and interaction. Therefore, classroom discourse represents the linguistic and extralinguistic manifestation of interactive relations between teachers and students.

Today, organizing effective pedagogical communication in higher education remains an essential issue for the educational system. In this regard, the pragmatic characteristics of teacher speech play a significant role in ensuring communicative effectiveness, increasing

students' learning motivation, and creating a positive educational environment. However, the pragmatic features of teacher discourse, particularly their influence on students' activity, communicative cooperation, and participation in the learning process, have not been sufficiently investigated. This situation determines the relevance and research problem of the present study.

Several scholars have investigated the theoretical foundations of communicative interaction and discourse. Dell Hymes developed the theory of communicative competence, emphasizing the importance of effective communication in educational contexts. Deborah Tannen studied interactive discourse and conversational communication strategies, while John Austin and John Searle analyzed the pragmatic functions of speech acts in communication. In Uzbek linguistics, Shavkat Safarov conducted important research in the field of pragmalinguistics and communicative linguistics.

The aim of this article is to analyze the pragmatic features of teacher speech in higher education and to identify the communicative strategies and tactics used in classroom discourse. The scientific novelty of the research lies in the pragmalinguistic analysis of pedagogical discourse and the systematic investigation of pragmatic means that ensure communicative interaction between teachers and students.

The study seeks to answer the following research question: how do pragmatic strategies used in teacher speech influence communicative effectiveness and student engagement in higher education classrooms?

Literature review

Pedagogical discourse and communicative interaction have been widely studied in modern linguistics and educational sciences. Dell Hymes introduced the concept of communicative competence and emphasized the importance of effective communication in educational settings (Hymes, 1972). According to John Austin and John Searle, speech performs not only informative but also pragmatic functions, influencing listeners through communicative intention (Austin, 1962; Searle, 1969).

Interactive discourse and conversational strategies were analyzed by Deborah Tannen, who highlighted the role of interaction in maintaining communicative cooperation (Tannen, 1984). Furthermore, Teun A. van Dijk investigated discourse structures and communicative strategies in institutional communication (van Dijk, 1977).

In Uzbek linguistics, pragmatic and communicative aspects of discourse were studied by Shavkat Safarov, whose research contributed significantly to the development of pragmalinguistics and communicative linguistics in Uzbekistan (Safarov, 2008). Additionally, Parvina Muhtashamova emphasized the importance of language skills development in different types of speech activity, particularly highlighting the role of grammar competence in effective communication (Muxtashamova, 2020). However, the pragmatic features of teacher speech in higher education discourse still require further systematic investigation. In particular, there is a lack of empirical studies focusing on how pragmatic strategies used in classroom interaction influence student engagement, communicative behavior, and learning effectiveness. Therefore, this study aims to fill this gap by analyzing teacher speech in real educational settings and identifying its pragmatic and communicative functions.

Methods

This study is based on a qualitative and comparative research design aimed at analyzing the pragmatic features of teacher speech in pedagogical practice.

The research was conducted during the teaching practicum of 3rd-year students who carried out their pedagogical internship in secondary schools. During this practice, the students delivered open lessons to school pupils, and these lessons were observed and analyzed for research purposes.

The data for the study were collected from 30 student-teachers' lesson implementations. Each lesson was observed and evaluated with special attention to teacher speech, classroom interaction, and communicative behavior in real teaching situations.

The study applies comparative and pragmalinguistic analysis methods. The speech of the student-teachers was analyzed in terms of pragmatic strategies such as instruction, questioning, feedback, encouragement, and classroom management discourse. The analysis also focused on how these strategies influenced pupil engagement and interaction.

In addition, discourse analysis was used to compare differences in communicative effectiveness among the 30 participants. The collected data were systematically categorized and interpreted to identify common patterns and variations in pragmatic speech behavior during teaching practice.

Results

The analysis of 30 student-teachers' open lessons conducted during their pedagogical practice in secondary school classrooms revealed several important pragmatic features of teacher speech and communicative behavior.

Firstly, directive speech acts were the most frequently used pragmatic strategy in classroom interaction. Student-teachers mainly relied on instructions and task-oriented utterances to manage the learning process and organize classroom activities. While this strategy was effective for maintaining discipline and structuring lessons, in many cases it did not encourage active learner participation.

Example:

"Open your books on page 45 and complete exercise 3 individually."

Secondly, interrogative strategies were widely used to check pupils' understanding and stimulate classroom interaction. It was observed that student-teachers who used open-ended questions achieved a higher level of student engagement compared to those who relied on closed questions.

Example:

"What do you think is the main idea of this text?"

In contrast, closed questions such as "Do you understand?" resulted in minimal student responses and limited interaction.

Thirdly, expressive speech acts, including praise, encouragement, and evaluative feedback, had a positive effect on students' motivation and participation. Lessons in which student-teachers frequently used supportive language showed a more active and responsive classroom atmosphere.

Example:

"Good job, your answer is very clear and well explained."

Summary of findings

Pragmatic Strategy	Communicative Effect	Example
Directive speech acts	Classroom organization, but limited interaction	"Open your books on page 45."
Interrogative speech acts	Increased student participation	"What do you think...?"
Expressive speech acts	Motivation and engagement	"Good job!"

Overall, the comparative analysis of the 30 student-teachers demonstrated noticeable differences in communicative effectiveness depending on the combination of pragmatic strategies used in classroom discourse. It was also found that many student-teachers still face difficulties in establishing and maintaining effective communicative interaction with pupils, which indicates that their pedagogical communicative competence is not yet fully developed.

Discussion

The findings of this study indicate that pragmatic strategies in teacher speech play a crucial role in shaping classroom interaction and student engagement in secondary school lessons. The results show that student-teachers predominantly rely on directive speech acts, which help maintain classroom order and structure the lesson. However, overuse of directives without supportive pragmatic elements may reduce learners' active participation.

Interrogative strategies were found to be more effective when open-ended questions were used, as they encouraged pupils to think critically and respond more actively. This supports the idea that questioning techniques are central to developing interactive pedagogical communication. In contrast, closed questions limited interaction and often resulted in minimal student involvement.

Expressive speech acts, such as praise and encouragement, significantly contributed to improving students' motivation and participation. This demonstrates that emotional and evaluative components of teacher speech are essential for creating a positive learning environment.

The results are consistent with the views of communicative competence theory proposed by Dell Hymes, who emphasized the importance of effective interaction in educational contexts. They also align with speech act theory developed by John Austin and John Searle, according to which speech performs not only informational but also functional and pragmatic roles in communication.

However, the study also revealed that many student-teachers face challenges in establishing and maintaining effective communicative interaction with pupils. This may be explained by their limited teaching experience and insufficient mastery of pragmatic communication strategies in real classroom settings.

Conclusion

In conclusion, the study shows that pragmatic features of teacher speech significantly influence classroom interaction and student engagement. A balanced use of directive, interrogative, and expressive speech acts contributes to more effective pedagogical communication.

The findings also reveal that student-teachers' communicative competence is still in the process of development, particularly in terms of sustaining interactive dialogue with pupils.

Therefore, it is recommended that teacher training programs place greater emphasis on developing pragmatic and communicative skills in real classroom contexts.

Overall, the research highlights the importance of pragmalinguistic awareness in improving the quality of pedagogical communication in higher education training and school practice.

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