



FUNCTIONAL FEATURES OF PRAGMATIC UNITS IN LINGUISTIC STUDIES

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<https://doi.org/10.5281/zenodo.19364878>

Keywords: *Pragmatics, deixis, speech acts, speech etiquette, presupposition, implicature.*

The paper argues the functional role of pragmatic units in the speech process within the framework of Uzbek linguistics. Pragmatics is approached as a linguistic discipline concerned with speakers' intentions, contextual factors, communicative settings. Particular attention is given to core pragmatic categories, including deixis, speech acts, speech etiquette, presupposition, and implicature, highlighting their contribution to the interpretation of meaning in discourse. The article analyzes how these pragmatic elements operate in contemporary Uzbek communicative practice and explores their relationship with the socio-cultural context in which interaction occurs.

In recent years, one of the most actively developing branches of linguistics has been pragmatics, which examines how language units acquire meaning under specific conditions and for particular communicative purposes. While traditional semantics focuses on the lexical meanings of words and sentences, pragmatics investigates how these meanings function in real communication. The expansion of social interaction and the growing importance of communicative competence in various spheres of life have made the study of pragmatic knowledge increasingly relevant. In Uzbek linguistics in particular, issues such as speech culture, communicative etiquette, implicit meaning (implicature), and assumed meaning (presupposition) are attracting growing scholarly attention.

The effectiveness of pragmatic units in discourse is largely determined by their dependence on context. The same utterance may convey different meanings depending on the situation. For example, a simple sentence like "There is an unpleasant smell coming from the room." may mean like these:

- Let some fresh air into the room.
- There is something giving off a bad smell.

Such variations depend on factors including the interlocutors' relationship, social status, age, degree of formality, and other psychological considerations. Therefore, a pragmatic approach enables a more accurate interpretation of speech.

In contemporary Uzbek language education, the development of pragmatic competence requires particular emphasis. Learners must not only construct grammatically correct sentences but also understand how to use them appropriately according to communicative goals and situational context. Analyzing the functions of pragmatic units in discourse contributes significantly to improving the quality of language instruction.

Pragmatic units constitute one of the central driving mechanisms of communication. Among them, deixis plays a fundamental role. Deictic expressions refer to people, places, time, or objects, and their interpretation depends entirely on context. For example, words like "here", "there", "this, that person", "now", "later" change their meaning according to the communicative



situation. In Uzbek discourse, cultural values such as respect, social distance, and politeness significantly influence the use of deictic forms.¹

Another key pragmatic category is speech acts. According to the theory developed by J. Austin and J. Searle, every utterance performs a particular action: giving an instruction, making a request, providing information, offering advice, or expressing a proposal. For instance, the sentence "Close the door" directly performs a directive act, whereas "Is the window door?" though formally interrogative, may function pragmatically as a request. In Uzbek communicative practice, speech acts are closely linked with ethical norms; direct commands are often softened or expressed indirectly to maintain politeness.

Speech etiquette represents another important pragmatic component. Greetings, forms of address, expressions of gratitude, and apologies are widely used pragmatic devices. Uzbek communicative culture is characterized by a rich system of etiquette formulas that facilitate psychological adaptation and maintain interpersonal harmony.

Presupposition refers to background information implicitly assumed to be known in an utterance. For example, in the sentence "You didn't do your tasks again," the word "again" presupposes that the person hasn't previously done the tasks either. Although this information is not explicitly stated, it is inferred from context. Presuppositions deepen the interpretative layer of discourse.

Implicature, on the other hand, involves meanings that are not directly expressed but are inferred by the listener. According to Grice's pragmatic principles, speakers often rely on shared communicative norms and imply meanings indirectly. For example, the statement "The room is cold" may imply a request to close the window or to turn on the heating. In Uzbek speech culture, indirect expression is frequently preferred, as it aligns with norms of politeness and respect.

Functions of Pragmatic Units. The primary functions of pragmatic units in discourse can be summarized as follows:

- interpreting meaning within context;
- establishing social distance between interlocutors;
- regulating communicative behavior and etiquette;
- enriching discourse through implicit meanings;
- ensuring psychological adaptation in interaction;
- enhancing overall communicative effectiveness.

In modern language education, fostering pragmatic competence has become a significant pedagogical objective. Students must learn not only grammatical structures but also the appropriate contextual application of language forms. This reduces communicative misunderstandings and promotes speech culture.

Pragmatics is one of the most dynamic and practically significant areas of linguistics, as it explores how linguistic units acquire meaning in specific communicative contexts. In Uzbek linguistics, research on pragmatic units is steadily expanding, since it enables a deeper understanding of language use in real-life interaction.

1 Ro'zixon Alibekova. O'zbek tilshunosligida pragmatik birliklar. — Modern Education and Development ilmiy jurnali, 2025-yil, №3 (38), 230–232-betlar. ISSN 3060-4567.



The study has examined core pragmatic categories—deixis, speech acts, speech etiquette, presupposition, and implicature. Each plays a distinct role in communication: deixis situates discourse in context; speech acts reveal language as action; etiquette maintains social balance; presupposition and implicature facilitate the interpretation of implicit meaning.

In the context of globalization, language is no longer viewed merely as a system of grammatical rules but as a complex communicative mechanism. Therefore, developing learners' pragmatic competence remains one of the priority directions in contemporary education.

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