

PRAGMATIC ASPECT OF FOREIGN COMMUNICATION

Learning to communicate in a foreign language involves learning three of its aspects: communicative, interactive and perceptual. The communicative side of communication means the exchange of information between communicating individuals. The interactive side is the organization of interaction between communicators. The perceptual side of communication means the process of perception and cognition of each other by communication partners and the establishment of mutual understanding on this basis. From the point of view of the theory of communication, speech is included in a single communicative act. Various communicative situations are one of its constituent components.

The aim of the work is to study the pragmatic aspect of communication and its communicative-pragmatic situations which can be used for modeling intercultural communication.

The research methodology includes the method of analysis and synthesis of advanced pedagogical experience, critical analysis of literature, the method of trial training.

The innovation is determined by the study of pragmatic situations within the framework of intercultural communication. The speech situation in foreign language communication is considered taking into consideration communicative and pragmatic features that are mediated by certain sociocultural norms, rules, traditions and conventions, which is reflected in the main features of the communicative behavior of a native speaker of English linguistic culture.

Conclusion. Communicative-pragmatic situations can be used for teaching intercultural speech interaction taking into account communicative behavior of a particular linguocultural community that defines certain communicative strategies in specific intercultural communication situations. Such situations contribute to the formation of the ability to use language tools in accordance with the goals, place, time and areas of communication, plan one's speech behavior, exercise control over speech acts and the actions of someone's communication partners.

Key words: pragmatic aspect, communicative situation, intentions, behavioral tactics, language tools.

The results of the study. Communication is a complex process of interaction between individuals and social groups, in which there exist the exchange of activities, information, experience, skills and results. While communicating, the individuals receive not only rational information and practice their mental activity, but also through imitation, empathy and identification absorb human emotions, moods, behavior. As a result of communication, the necessary unity of individuals' actions included in the group can be achieved, rational, emotional and volitional interaction of individuals can be carried out, a community of feelings, thoughts and views can be formed, mutual understanding and coordination of actions characterizing collective activity can be reached.

The process of communication consists directly of the act of communication and communicative goal of speaking, explicit or hidden intentions of the speaker, his behavioral tactics, speech behavior and speaker's attitude to the statement and to the interlocutor, organization of statements, choice of the subject and the form of communication [4].

Communicative intentions of the speaker and his motives induce him to achieve goals, although they are not relevant and are the reflection of a person. Motives are directly related to the goals of communication, which in turn are able to control the behavior of the interlocutors.

While interacting, subjects of foreign communication can pursue various goals, explicit or hidden. The main typical goals of verbal communication are:

– *informational*. It means obtaining the necessary information that has a direct or latent effect on the verbal / non-verbal behavior of the interlocutor, aimed at understanding the situation of communication by the speaker, giving him a certain freedom in choosing speech tactics like expression of consent / disagreement, request information, expression of latent expression of a will;

– *evaluation-influencing*. It means rendering an axiological effect on the interlocutor, verbal expression of emotional assessment, state, opinion, creating associations and comparisons desirable for the speaker, the desire to create the necessary communicative atmosphere, appealing to values, attitudes of the interlocutor, verbalization of value judgments and accompanying emotions;

– *emotionally-acting*. It means expressing the emotional state of the interlocutor: approval, praise, value judgment, opinion, sympathy, joy, pleasure, happiness, etc. Realizing this goal, the speaker is trying to change the state of the interlocutor, i.e. to induce to perform an action or bring in a certain psycho-emotional state;

– *regulatory-inducing*. It means controlling the behavior of the partner and expressing a direct inducement to commit an action (advice, request, complaint, demand, order, argumentation, etc.);

– *conventional*. It means establishing, developing, maintaining the contact, organizing speech and supporting listening (etiquette, apology, expressing gratitude, requesting additional information, polite communicative «interruption», prevention of a communicative «interruption», the involvement of the interlocutor in the communication process, evasion of discussion of topics unpleasant for the interlocutor, etc.) [2].

Another thing that can influence the goal of communication is speech tactic and type of communicative behavior.

Speech tactics are targeted speech actions performed by the speaker in accordance with the principles and rules of behavior accepted in society; units of normative social speech behavior or a set of means and methods of the speaker used to influence the interlocutor to achieve the intended goals [4].

The use of speech tactics in situational communication is complicated because the course of the situation cannot be planned in advance in all the details, like in the preparation for a monologue. The speech behavior of the interlocutor at one stage or another of the conversation's development can be unknown.

There are various tactics of speech behavior. If the strategic goal is to get the maximum information, you can apply the speech tactics of «reincarnation». This tactic is a characteristic of everyday communication and means that a social worker artificially establishes a gap in knowledge, transforming at the same time into a «provincial», «amateur» or even into a «fool» [4].

For example, the tactic «generalization» can be used in speech to show that the unfavorable information just given, (for example, in the case of life), is not just «accidental» or «exceptional».

«Strengthening» is aimed at better or more effective control over the listener's attention («attracting attention»), at improving the structural organization of adverse information, at emphasizing subjective information.

«Assignment» provides an opportunity for conditional generalization even in the case of conflicting examples, or allows you to demonstrate real or imaginary tolerance and empathy, that is, components of a strategy of positive self-presentation [5].

«Proof» – justification, explanation, description, explication, proof, refutation, exemplification, interpretation, postulation, definition, generalization, communication with the mode of knowledge, assumptions, opinions, etc.

«Shift» is the tactics of a strategy of positive self-presentation.

«Contrast» can have several functions. Rhetorical: drawing attention to the participants in a contrast relationship (structuring information). Semantic: emphasizing positive and negative assessments of people, their actions or characteristics.

In business and everyday communication, experts identify series of specific speech tactics. Here are some of them:

«Surprise» – the use of unexpected or unknown information in a speech.

«Provocation» is a reaction of disagreement with the stated information which is triggered in order to use this period to prepare speakers for constructive conclusions, to clarify and more clearly define their own position [9].

«Appeal to authority» is used to confirm the correctness of the presented information. The reference is made to the authority of listeners, the authority of science, the authority of famous scientists, sociologists, political scientists, and cultural figures.

«Argumentation» is the types of messages with a special selection of facts and ordering of arguments to convince the addressee, sometimes with the presentation of the thesis and arguments in the form of statements unusual for them, adding an emotional and evaluative mode, manipulating opinion modes and knowledge.

«Persuasion» is a request, a proposal, advice, a wish, an imposition, a seduction, a bribe, etc. «Command» is orders, instructions, commands, demands, prohibition, permission, desire, etc. «Coercion» means threat, intimidation and volitional pressure.

Using the social status of the participants in communication is one of the ways to influence the recipient. The tactical reception of an appeal to authority is implemented in the form of an informative, which affects the behavior of the addressee, making it cooperative. For example, speech situation which can be used at the lessons of learning a foreign language: *You and your friend got into trouble with criminals, but you have got a friend who is a policeman, explain to your friend how to behave in such situations, appeal to your knowledge* [3].

Status features of communicants can be transmitted through such influential symbols of authority, such as titles, clothes and attributes. Sometimes communicants intentionally change their own parameters of social status, resorting to manipulative influence. For example, the situation: *You are in the bus, but haven't got enough money to pay the fee, what would you do to pay; you have got a stick and a pair of black glasses* [10].

Another tactical device and method for realizing the intention of communicants is politeness and solidarity. The politeness category is a nationally specific communicative category, the content of which is a system of communicative behavior strategies aimed at harmonious, conflictless communication. For example: *A young pretty lady is standing behind you at a long queue; she is in a hurry, but you are a gentleman and want to help her not to miss her train* [8].

While building up a communicative role, it is also important to take into account the values of the participants in communication. Appeal to universal values such as moral duty, kindness, rationality of behavior is a tactical technique for achieving the goal. For example: *An old lady is blind; she stands on a busy street and wants to cross it. Ask her how you can help her.*

Speech tactics also include conversation rules, subordinated to the so-called principle of cooperation (to build a message according to the accepted purpose and direction of the conversation, tell the true information, make the message relevant to the topic of the conversation, make speech clear, unambiguous and consistent).

Thus, the impact on the communicative situation means the influence exerted by the speaker on the recipient with the help of linguistic, paralinguistic and non-linguistic symbolic means in the process of verbal communication, characterized by specific objective goals of the speaker, which include changing the personal meaning of this or that object for the recipient, restructuring categorical structures of his consciousness, the cultural community to which he belongs, which determines the stereotypes of behavior, mental state or psychophysiological processes.

The speaker can express pragmatic meanings using hints, allegories, ambiguous statements, and indirect meanings in speech. In the case of indirect speech acts, the utterance has a derivative meaning and a secondary force, which is based on its primary (literal) meaning.

Actually, indirect speech acts are the ones in a «figurative meaning». In such cases, the «direct», initial meaning of a given speech act only motivates a figurative, secondary meaning, and is not included in the discourse. For example: *Why aren't you still sleeping?* = «*Go to sleep immediately*»; *Would you like some tea?* = «*I suggest you drink tea*»; *Where're the keys?* – *How do I know?* = «*I don't know*», etc.

The hint refers to the number of ways of indirect transmitting information and at the same time taking implicit speech exposure. Hints are statements that are structured in such a way that they have two equally possible interpretations at the surface level, and only one of them, as conceived by the speaker, is the true meaning of the statement.

Hints are characterized by a very specific relationship between direct and indirect meaning. In indirect speech acts, one of the meanings (direct meaning) is only the motivating basis for the indirect meaning, while the element of discourse, having indirect use, is clearly understood as realizing precisely the secondary, indirect meaning [11].

The speaker's attitude to what he reports has its impact on a speech situation. True statements often go beyond a person's knowledge and awareness; they are always individualized and unique, accompanied by strong emotions and persuasiveness of human speech. In communication, the person's true personal position is manifested, his conviction: he speaks on his own behalf, without performing some social role that is not inherited (a doctor, an employee, etc.).

In addition to the pragmatic aspect in foreign language communication, it is necessary to take into account the characteristics of the communicative behavior of communicants of different cultures. Based on the communicative behavior of communicants of different cultures (Russian, English and Americans), it is quite logical to take as a basis for teaching foreign languages the main features of the communicative behavior of a native speaker in standard communicative situations (establishing, maintaining and terminating communicative contact, addressing, greeting, meeting, modifying behavior and the emotional state of the interlocutor, dispute resolution, invitation, gratitude, apology, condolences, public speech), and also, based on the definition of pragmatics, in the so-called cultural and pragmatic situations, which give a clear idea about the cultural and pragmatic functions of a foreign language, and show how they are implemented in specific communication strategies to ensure successful achievement of the intention of the speaker.

For example, communicative situation «self-presentation» which is considered as a verbal and non-verbal demonstration of self in the external communication system. Important factors that determine self-presentation are communicative goals and objectives. The self-presenter intends to arouse interest in his personality and thereby achieve the desired result. The main overall goal is to highlight your story, material, object among others, to focus on the attractive properties of the message to the addressee and thereby achieve a specific goal.

To implement the self-presentation strategy, self-presentation tools are used. These are the most ordinary qualities of communication that are potentially presented in every person; specific skills and abilities are formed from them, ensuring the success of mutual understanding and interaction with people. In accordance with the channels through which communication can take place, verbal and non-verbal means of self-presentation are distinguished, referring to verbal and non-verbal behavior, reactions, signals, stimuli. Knowing the verbal means of self-presentation allows you to: analyze the state of another person according to his verbal signs (the use of certain words, speech clichés in the communication process); it is reasonable to use verbal means, consciously building your behavior (techniques of active listening, asking questions, maintaining a conversation; using compliments) [7].

«Communicative self-presentation» strategies can be used in speech to provide the opportunity for self-expression of one's personal position, one's achievements, as well as the limited admissibility of demonstrating boasting, praising, presenting oneself in the best light for achieving one's intentions.

This situation is characterized by the use of:

- descriptive adjectives: *excellent, hardworking, active, easy-going, open-minded, practical, friendly, helping*;
- official clichés of self-presentation: *Let me introduce myself. My name is Edward Cullen. I'm Smith*;
- introductory expressions: *frankly speaking, telling the truth, being sincere*;
- open, closed, and leading questions: *Where are you from? Can we meet at 5.30? How did it come out that you moved here? Do you have a hobby? What do you do in your free time? Don't you think they are right? Two hours at the computer is enough for a child, isn't it?*
- compliments: *You're a good teacher. What a nice haircut you have! I like your shoes very much. They look perfect with your eyes*;
- non-verbal means: *clothing, manners of walking, pauses* [6].

A non-verbal organization of communication plays a special role in communication, which includes:

- a) visual types of communication – these are gestures, facial expressions, postures, visual contact, skin reactions (redness, blanching, sweating), distance;
- b) an acoustic system that includes the following aspects: paralinguistic system (voice timbre, range, tonality) and extra linguistic system (this is the inclusion of pauses and other means in speech, such as coughing, laughing, crying, etc.);
- c) tactile system (touching, shaking hands, hugs, kisses);
- d) scent system (pleasant and unpleasant odors of the environment; artificial and natural odors of a person).

Conclusions. Thus, different communicative situations contribute to the formation of the ability of using language tools in accordance with the goals, place, time and areas of communication, as well as adequate to the social status of the speaker to understand the statement, plan your speech behavior, exercise control over your speech acts and the actions of your communication partners, use your own speech experience to compensate for the gaps in your foreign language competency, to build your speech and non-speech behavior in accordance with sociocultural specificity of the language you speak.

References

1. Астафурова Т. Н. Стратегии коммуникативного поведения в профессионально-значимых ситуациях межкультурного общения (лингвистический и дидактический аспекты): автореферат диссертации на соискание научной степени доктора педагогических наук. М., 1997. 27 с.
Astafurova, T. N. (1997). Strategii komunikativnogo povedenija v professional'no-znachimyh situacijah mezhkul'turnogo obshhenija (lingvisticheskiy i didakticheskiy aspekty) [Strategies of communicative behavior in professionally significant situations of intercultural communication (linguistic and didactic aspects)]: *Extended abstract of doctor's thesis*. М.
2. Богушевич Д. Г., Ветошикина М. К. Структурный подход к прагматическим компонентам языка. *Материалы 16 Международного конгресса по лингвистике*. Париж, 1997. Т. 16. С. 17–32.
Bogushevich, D. G., Vetoshikina M. K. (1997). Strukturnyj podhod k pragmaticheskim komponentam jazyka [A Structural Approach to the Pragmatic Components of Language]. *Proceedings of the 16 International Congress of Linguistics. Paris, Vol. 16*.
3. Горшкова О. В. Влияние социальных и психологических параметров матрицы коммуникантов на способы реализации стратегического замысла. *Вестник Минск. гос. лингв. ун-та. Сер. 1, Филология*. 2005. № 3 (19). С. 16–30.
Gorshkova, O. V. (2005). Vlijanie social'nyh i psihologicheskikh parametrov matricy kommunikantov na sposoby realizacii strategicheskogo zamysla [The influence of social and psychological parameters of the matrix of communicants on the ways of implementing the strategic plan]. *Vestnik Minsk State Linguistic University. Ser. 1, Philology. No. 3 (19)*.
4. Гофман Э. Представление себя другим. *Соврем. зарубеж. социальная психология*. М.: Моск. гос. ун-т, 1984. С. 188–196.
Gofman, O. Ya. (1984). Predstavlenie sebja drugim [Seeing Oneself Different]. *Sovrem. zarubezh. social'naja psihologija*. М.: Mosk. gos. un-t, М.: Infra.
5. Иссерс О. С. Коммуникативные стратегии и тактики русской речи. М.: КомКнига, 2006. С. 65–67.
Issers, O. S. (2006). Kommunikativnye strategii i taktiki russoj rechi [Communicative strategies and tactics of Russian]. М.: KomKniga.
6. Кузьменкова Ю. Б. Английская и русская вежливость в контексте культурных традиций. *Вестник Московского государственного университета. Сер. 19. Лингвистика и межкультурная коммуникация*. 2005. № 2. С. 7–15.
Kuzmenkova, Yu. B. (2005). Anglijskaja i russkaja vezhlivost' v kontekste kul'turnyh tradicij. [English and Russian politeness in the context of cultural traditions]. *Vestnik Moskovskogo gos. universiteta. Ser. 19. Lingvistika i mezhkul'turnaja kommunikacija*. Retrieved from: <http://www.1september.ru>. Access date: 02.04.2010.

7. Кулинич Е. В. Специфика самопрезентации как коммуникативного явления. *Вестник Томского государственного университета. Сер. Литературоведение и языкознание*. 2007. № 299 (1). С. 45–76.
Kulinich, E. V. (2007). *Specifika samoprezentacii kak kommunikativnogo javlenija* [The specifics of self-presentation as a communicative phenomenon]. *Vestnik Tomskogo gos. universiteta. Ser. Literaturovedenie i jazykoznanie*. # 299 (1).
8. Ларина Т. В. Категория вежливости в аспекте межкультурной коммуникации (на мат. англ. и рус. коммун. культур): диссертация доктора педагогических наук.: 19.00.07. М., 2003. 498 с.
Larina, T. V. (2003). *Kategorija vezhlivosti v aspekte mezhkul'turnoj kommunikacii (na materiale angliiskoj i russkoj kommunikativnoj kul'tur)* [The category of politeness in the aspect of intercultural communication (on the material of English and Russian cultures)]. *Doctor's thesis*. М.
9. Шлофф Лори. Правильное общение: шестьдесят две стратегии. Нью Йорк, 1991. 242 р.
Schloff, Laurie (1991). *Pravil'noe obshhenie: shest'desjat dve strategii* [Smart speaking: sixty-two strategies]. NY.
10. Тарасова И. П. Структура личности коммуниканта и речевое воздействие. *ВЯ*. 1993. № 5. С. 70–82.
Tarasova, I. P. (1993). *Struktura lichnosti kommunikanta i rechevoe vozdejstvie* [Communicant's personality structure and speech impact]. *VJa*. No. 5.
11. Торлакян С. А. Косвенные речевые способы актуализации фактора адресата в информационно-когнитивной системе диалога: автореферат диссертации на соискание научной степени кандидата филологических наук: 23.00.05. Ростов-на-Дону, 2008. 24 с.
Torlakjan, S. A. (2008). *Kosvennyye rechevye sposoby aktualizacii faktora adresata v informacionno-kognitivnoj sisteme dialoga* [Indirect speech methods for updating the addressee factor in the information-cognitive dialogue system]: *Extended abstract of candidate's thesis*. Rostov-na-Donu.

Акулич Ю. Є.

ORCID 0000-0001-8905-4133

Старший викладач кафедри англійської мови,
Гомельський державний університет імені Ф. Скорини,
(Гомель, Білорусь) E-mail: incontrovita@mail.ru

ПРАГМАТИЧНИЙ АСПЕКТ ІНШОМОВНОЇ КОМУНІКАЦІЇ

Навчання спілкування іноземною мовою передбачає навчання трьох його аспектів: комунікативного, інтерактивного і перцептивного. Комунікативний аспект спілкування відповідає за обмін інформацією між співрозмовниками. Інтерактивний аспект забезпечує організацію взаємодії між партнерами. Перцептивний аспект спілкування відповідає за процес сприйняття та взаємного пізнання один одного і налагодження взаєморозуміння на цій основі. З цієї точки зору на теорію комунікації, мовлення включається в єдиний комунікативний акт, а різноманітні комунікативні ситуації є його складовими частинами.

Мета цієї роботи – дослідити прагматичний аспект спілкування та комунікативно-прагматичні ситуації, які можна використати для моделювання міжкультурного спілкування.

Методологія дослідження включає методи аналізу та синтезу передового педагогічного досвіду, критичний аналіз літературних джерел та метод пробного навчання.

Новизна дослідження полягає у вивченні прагматичних ситуацій у межах міжкультурного спілкування. Мовленнєві ситуації в іномовному спілкуванні передбачають врахування комунікативних і прагматичних чинників, які регулюються соціокультурними нормами, правилами, традиціями й умовами, що відображається в основних особливостях комунікативної поведінки носіїв англійської лінгвістичної культури.

Висновок. Комунікативно-прагматичні ситуації можуть бути використані для навчання міжкультурної мовленнєвої взаємодії з урахуванням комунікативної поведінки, властивої певній лінгвокультурній спільноті, яка визначає комунікативні стратегії в специфічних міжкультурних комунікативних ситуаціях. Такі ситуації допомагають розвивати вміння користуватися мовними засобами відповідно до цілей, місця, часу та сфер спілкування, планувати свою мовленнєву поведінку, здійснювати контроль за мовленнєвими актами і діями співбесідників.

Ключові слова: прагматичний аспект, комунікативна ситуація, наміри, поведінкові тактики, мовні засоби.

Стаття надійшла до редакції 01.11.2019

Рецензент: **І. Ф. Штейнер**, доктор філологічних наук, професор Гомельського державного університету імені Ф. Скорини