

**TEACHING SPEECH ACTS AND INTONATION AS MEANS OF
EXPRESSING MOTIVATION TO ACTION***Students of SamdChTI:**Alisherova Madinabonu Murodiljon qizi**Hasanova Dinora Sherali qizi**Ahmedov Islom Sattorqul o'g'li**Scientific supervisor: Niyazova Dildora Furqatovna*

Abstract. This article examines the role of speech acts and intonation in the formation of communicative speech, their functions as a means of motivating students to action. The pragmatic nature of speech acts, the importance of intonation in conveying meaning and emotional tone are analyzed scientifically and theoretically. Also, effective methods of teaching these units, practical exercises, communication-oriented tasks and mechanisms for their use in the lesson process are presented. The article concludes with recommendations aimed at strengthening the pragmatic approach to language teaching and developing students' active communicative competence.

Keywords: Speech acts, intonation, pragmatics, communicative competence, illocutionary act, perlocutionary act, communication, speech strategies, motivation, pragmatic approach.

Аннотация. В данной статье рассматривается роль речевых актов и интонации в формировании коммуникативной речи, их функции как средства мотивации учащихся к действию. В научно-теоретическом плане анализируется прагматическая природа речевых актов, значение интонации в передаче смысла и эмоционального тона. Представлены эффективные методики преподавания данных единиц, практические упражнения, коммуникативно-ориентированные задания и механизмы их использования в учебном процессе. В заключение статьи даются рекомендации, направленные на закрепление прагматического подхода к обучению языку и развитие активной коммуникативной компетенции учащихся.

Ключевые слова: Речевые акты, интонация, прагматика, коммуникативная компетенция, иллокутивный акт, перлокутивный акт, коммуникация, речевые стратегии, мотивация, прагматический подход.

In modern language teaching methodology, the formation of communicative competence in students is one of the leading tasks. The process of learning a foreign language requires not only the mastery of grammatical and lexical units, but also the formation of the ability to express thoughts in a purposeful manner in real

communication. Therefore, the pragmatic approach, in particular the role of speech acts and intonation in the student's speech, is of particular importance. While speech acts serve to express a person's intention, goal, emotional attitude and communicative strategy through language, intonation appears as an important tool that complements the content and enlivens the communication. The harmonious use of speech acts and intonation encourages the student to be active, encourages him to take the initiative in the communication process, and creates the opportunity to establish effective communication with the interlocutor.

In the process of learning a foreign language, teaching speech acts such as commands, requests, advice, suggestions, refusals, and encouragement together with intonation forms not only speech competence in students, but also social competence. Because each speech act has its own syntactic structure, but also a corresponding intonation model. If the meaning is expressed with the wrong intonation, a communicative error occurs. This article discusses the linguo-pragmatic foundations of speech acts and intonation, their role as a means of motivating action, as well as methods for their effective use in the learning process from a scientific and practical perspective.

Speech acts are a means of expressing a person's purpose, intention, emotional attitude and communication strategy appropriate to the situation. Any statement not only conveys information, but also has a certain effect, prompts, encourages or, conversely, warns the interlocutor to some action. As students become familiar with speech acts, they begin to understand the hidden purpose of communication, and can correctly use communicative tasks that are often found in everyday speech, such as requests, orders, advice, refusals, and suggestions. This also strengthens cultural competence in language learning, since the strength, tone, and conditions of use of each speech act are closely related to culture. Intonation is a central element that forms the content and emotional layers of oral speech, expressing the purpose, mood, emphasis, and emotional attitude of the speaker in communication. The same sentence can have a completely different meaning when spoken with different intonations. Therefore, when students learn speech acts in relation to intonation, their speech becomes natural, fluent, and contextually appropriate. Practicing intonation patterns through understanding, hearing, and repeating them makes students' oral speech more coherent.

During the lesson, speech acts and intonation are taught through communicative tasks. Students create dialogues, act out different life situations, and begin to use appropriate speech acts to express their thoughts or continue a conversation. The teacher encourages students to take action through stimulating questions, tasks that invite open dialogue, or questions that require discussion. Also, exercises such as analyzing the intonation heard in audio and video materials, recording and comparing one's own speech, and expressing the same sentence in different tones are effective for

students. This approach teaches them not only to say it correctly, but also to speak in a way that suits the purpose. Teaching speech acts and intonation together strengthens students' communicative competence, forming them as active, initiative-taking individuals in the communication process who can express their thoughts fluently. The student behaves freely in various communicative situations encountered in real life, acquires the skills to manage a conversation, express opinions, and express requests or refusals in a cultural way. The correct use of intonation makes speech more lively and impressive, and helps to establish natural contact with the interlocutor. Thus, speech acts and intonation appear as powerful tools that motivate students to action in the effective study of a foreign language. Teaching these units in harmony enlivens the lesson process, increases the need for students to use the language practically, and increases the quality of communication-oriented education.

Conclusion. Teaching speech acts and intonation is one of the most important pragmatic directions in language teaching. They serve as a means of activating students, attracting them to communication, and motivating them to action. Having understood illocutionary and perlocutionary acts, a student can express his thoughts in communication in a clear, purposeful, and cultural way. The correct use of intonation enriches the content, increases the naturalness of the conversation, and enhances the effectiveness of communication. The methods, exercises, and recommendations discussed in the article are important in developing students' communicative competence and shaping them as active participants in the communication process. Therefore, harmonious teaching of speech acts and intonation is one of the necessary conditions for modern language education.

References:

1. Asatullayeva M. Ingliz tilida idiomalarni o'qitishning samarali usullari. – Toshkent: Fan va Texnologiya, 2022. – 112 b.
2. Austin J. L. How to Do Things with Words. – Oxford: Oxford University Press, 1975. – 168 p.
3. Brown H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy. – New York: Pearson Education, 2007. – 410 p.
4. Chen Y.-C., Lai H.-L. Teaching English Idioms as Metaphors through Cognitive-Oriented Methods. – Toronto: TESL Press, 2013. – 32 p.
5. G'ulomova X., Yo'ldosheva D. Chet tili o'qitish metodikasi. – Toshkent: O'zbekiston Milliy Universiteti nashriyoti, 2021. – 256 b.
6. Leech G. Principles of Pragmatics. – London: Longman, 1983. – 250 p.
7. Searle J. Speech Acts: An Essay in the Philosophy of Language. – Cambridge: Cambridge University Press, 1969. – 203 p.
8. Shodmonov A. Nutq madaniyati va kommunikativ kompetensiya. – Toshkent: Ma'naviyat, 2018. – 180 b.