

## THE COGNITIVE - PRAGMATIC CHARACTERISTICS OF ACADEMIC DISCOURSE

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**Annotation.** With the development of functionalism in linguistics in the twentieth century. the concept of discourse becomes one of the central problems both in theoretical research and in linguodidactics. Within the scope of this article the english-language oral scientific and academic discourse is considered as a complex communicative and cognitive phenomenon, theoretically its essence is substantiated, features and place in the system of scientific discourse are revealed. The methodological basis of the study is a cognitive-discursive approach to teaching a foreign language. As part of our study, we understand discourse as a text, considered taking into account extralinguistic, pragmatic, sociocultural, psycholinguistic and other factors important for foreign language speech communication. We interpret "scientific and academic discourse" as an integrative concept that combines scientific and academic (educational) types of discourses. To describe english oral scientific and academic discourse, the characteristic features of oral scientific and academic speech and scientific text. Particular attention is focused on the consideration of the popular scientific sub-style of the scientific functional style. Popular science discourse retains the main specific features characteristic of the scientific style - the knowledge obtained in the field of scientific activity is presented, however, the style is distinguished by the simplicity of presentation of the reported scientific knowledge, expressiveness, imagery of speech and a number of other peculiar features. As a result of the study, the english-language oral scientific and academic discourse is defined, on the one hand, as a dynamic process of language activity in English, inscribed in social context of educational and scientific activities, due to the subject of activity, and on the other hand, as a result of such linguistic activity, represented in a specific English text. The oral scientific and academic discourse identified by us is implemented in the conditions of publicity in the scientific and academic sphere. Considered in in this study, types of scientific and academic oral discourse (scientific excursion, Slam presentation) are genres of oral scientific and academic discourse, functioning within the framework of a common communicative sphere, but in different communicative situations. The identified cognitive-pragmatic and linguo-stylistic characteristics of the english oral

scientific and academic discourse are expressed in the use of certain lexical, grammatical and syntactic means focused on the transfer of scientific knowledge. And involvement of communicants in the perception and understanding of this information.

**Keywords:** scientific and academic discourse; scientific style; oral scientific speech.

With the development of functionalism in linguistics in the twentieth century, the concept of discourse becomes one of the central problems both in theoretical research and in linguodidactics. Within the framework of this article, the English oral discourse in the field of science will be considered as a complex communicative and cognitive phenomenon. If in the early 70s. 20th century this is the concept was interpreted as a sequence of speech acts, a connected text, an oral colloquial form of a text, a dialogue, a group of statements related by meaning, a speech work as given – written or oral [1. P. 467], then in modern linguistic science, discourse is interpreted as “a complex communicative phenomenon”, combining “what to say” and “how to say” [2, 3]. Appeal to discourse is due to its ability to represent the whole complex of linguistic, cognitive, subject aspects that characterize the communicative process, which allows you to build learning a foreign language on a cognitive-discursive basis [4]. This study is based on the understanding of discourse as a dynamic process that simultaneously includes two components, and it is the process of speech activity, inscribed in the social context, and the result of such speech activity, i.e. text [5–8]. Note that the analysis of the definitions of discourse and text allows us to conclude that most of the existing definitions is based on their correlation, while the concepts of "discourse" and "text" are used by scientists in different ways - sometimes as interchangeable, sometimes as that differ or are in genus-species relations with each other [9–11]. This is due to the ambiguous understanding of the status of the text in relation to the language-speech dichotomy, which goes back to the ideas of V. von Humboldt and F. de Saussure. T.A. Filonenko highlights the following common features of discourse and text: written or oral fixation, completeness, integrity, coherence, stylistic design, communicative orientation. The main difference lies in the fact that the discourse is characterized by the presence of a motive, a synchronous process of generating a text and its perception, a direct connection with "living life", a system of pragmatic, socio-cultural, psychological and other factors [12. S. 22]. The versatility of the concept of "discourse" is associated with a number of circumstances in which it was generated. To such circumstances include the following: a) the communicative intention of the author; b) the relationship of roles between the author of the discourse and its recipient; c) characteristic features of the socio-cultural context of the discourse; d) characteristic features of specific personalities of the addressee and the author of the discourse;

e) style and genre characteristics of communication; f) previous experience of communication in a given social and cultural context [13. S. 45]. Generalization of the views of N.D. Arutyunova, S.K. Gural, T.A. van Dyck, E.S. Kubryakova, Yu.N. Karaulova, V.V. Petrova, V.E. Chernyavskaya leads us to an understanding of discourse as a multifaceted communicative manifestation of speech activity, including text in the aggregate of all its extralinguistic factors (knowledge about the world, opinions, attitudes, goals of the addresser) necessary for understanding the text. Thus, we consider discourse as the “maximum unit of text” [14], which is created and perceived “with taking into account social, situational, communicative, cultural and other conditions (prerequisites) for its generation (creation) and functioning” [15. pp. 20–21]. Discourse reflects a complex hierarchy various knowledge, necessary both for its generation and for his perception [16]. Sharing the opinion of V.E. Chernyavskaya [17], one can conclude that text becomes discourse when it is related to communicative situation of communication, with a system of communicative-pragmatic components, with cognitive processes of its generation and perception, and is included in the system of a broad cultural context. Scientific and popular science texts, speeches of scientists delivered directly to the audience when direct contact is maintained between speaker and listeners, as well as experimental material research project-3, conducted as part of the activities of the laboratory of sociocognitive linguistics and teaching foreign language discourse Tomsk State University under the guidance of Professor I. Kechkesh. In this study, we consider discourse as a carrier of cognitive-pragmatic and linguo-stylistic information in the context of scientific and academic space. On the question of the typology of scientific discourse and the place of the English oral scientific and academic discourse. It is known that scientific discourse is classified as an institutional type. In this type of discourse communicants are revealed only as representatives of social groups or public institutions. Scientific discourse is a process and the result of the expression and interpretation of scientific knowledge in order to further gradual improvement of existing or synthesis of new scientific knowledge [22. S. 3]. In the structure of scientific oral discourse distinguish: the author (scientist), who produces a scientific message / text for its subsequent transmission to the recipient, the scientific message itself, a certain genre of scientific work, a communication channel between the sender of the scientific text and its recipient and the addressee (listener) to whom the scientific message. The main goal of scientific discourse is the transfer of scientific knowledge about the conducted scientific research in the form accepted in the scientific community, as well as the discussion of scientific results in the form of a scientific discussion. As you know, the participants in scientific discourse are researchers [19]. The specificity of scientific discourse is associated with a special type of human mental activity and is subject to strict laws of logic and pragmatists. The sphere of science is characterized by an intellectual-conceptual way of thinking,

striving for the most generalized, objective character. The specific nature of scientific discourse suggests that the scientific style is considered as a specific register of communication, although the discourse is not limited to functional style. In philology, the number of varieties of scientific style is still being discussed. According to some scholars, the scientific style as a functional kind of language is divided into a number of substyles that are internally differentiated, but in the aggregate, all the substyles of the scientific functional style are connected by common patterns. R.S. Alikaev singles out the actual scientific, scientific and educational, scientific-technical, scientific-informational, scientific-journalistic and scientific-conversational sub-styles [23]. Traditionally in Philology distinguish the actual scientific, scientific and educational, popular science substyles. Educational and scientific discourse is understood as a variety of scientific discourse, the purpose of which is to transfer information of educational and scientific content to students [24]. One of the main differences between scientific discourse and educational discourse lies in the participants in communication. Scientific and educational discourse is a special type of institutional discourse and combines the properties of scientific discourse as a set of texts that meet the goals of scientific communication and verbalize scientific knowledge, and educational discourse - texts of a descriptive-prescriptive nature that do not imply equality of the addressee. and addressee. Along with the concept of scientific and educational discourse, the concepts of "academic discourse" and "scientific and academic discourse" are often used [25]. K. Hyland interprets academic discourse as pertaining to "to the way of thinking and the use of language within the framework of an educational institution" [26]. An analysis of scientific sources showed that among scientists There is no consensus on the concept of "academic discourse". Some researchers equate the concepts of "academic discourse" and "scientific discourse" [27]. Academic discourse is also understood as the interaction of a teacher and student / teacher and student [28, 29]. Scientists use the following terms to refer to this type of discourse: educational, pedagogical, educational and academic [30]. Researcher L.V. Kulikova uses an integrated Cognitive-pragmatic and linguo-stylistic characteristics a new approach to the definition of the term "academic discourse", including in this concept a normatively organized speech interaction, which has both linguistic and extralinguistic plans, taking into account the status and role characteristics of participants communication (scientists as researchers and / or teachers, as well as students in the field of university education) [31. S. 298]. Characteristic features of oral scientific and academic speech. Since the object of our interest is oral scientific and academic discourse, we will consider the features of oral scientific speech. The genres of oral scientific and academic discourse include scientific dialogue, discussion, debate, defense of project work, seminar, consultation, conversation (dialogical genres), as well as a report, lecture, presentation of a speech, poster presentation,

message, report (monologic genres). In addition to these genres, we single out two new genres, which are the scientific and academic excursion [25] and Science Slam performance. Note that under the genre follows understand the established groups of scientific works, which are united by a set of substantive and formal properties. Two of the new genres we have identified are a conversational format of communication between a scientist (researcher) and an audience that is not necessarily made up of representatives of science.

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