

LINGUAPRAGMATIC APPROACH TO TOURISM COMMUNICATION

©*Abdukhaliyeva G.*, ORCID: 0000-0002-1679-8956, Uzbek State World Languages University, Tashkent, Uzbekistan, *abdukhaliyevagulbahor@gmail.com*

ЛИНГВОПРАГМАТИЧЕСКИЙ ПОДХОД К КОММУНИКАЦИИ В СФЕРЕ ТУРИЗМА

©*Абдухалилова Г. К.*, Узбекский государственный университет мировых языков, г. Ташкент, Узбекистан, *abdukhaliyevagulbahor@gmail.com*

Abstract. The article gives an overview of the linguapragmatic approach to tourism communication and analysis of its main components, revealing interconnection between pragmatic linguistics and theory of speech acts. The structure and content of professional intercultural competence is substantiated in the article, which is formed within the linguapragmatic approach to teaching English for professional communication. The article also presents the recommendations on an effective communication for teachers and students based on the analysis of culturally specific behavioral strategies typical of the tourism industry.

Аннотация. В статье приводится характеристика лингвопрагматического подхода к коммуникации в сфере туризма, анализ его основных компонентов, отражающих взаимосвязь лингвопрагматики и теории речевых актов. Обоснована структура и содержание профессиональной межкультурной компетенции, которая формируется в рамках лингвопрагматического подхода к обучению профессиональному общению на иностранном языке. Также разработаны рекомендации по эффективной коммуникации для преподавателей и студентов на основе анализа культурно-специфических поведенческих стратегий, типичных для сферы туризма.

Keywords: pragmatics, linguapragmatic approach, linguistic and extralinguistic factors, professional intercultural competence, culture-specific behavioral strategies, tourism industry.

Ключевые слова: прагматика, лингвопрагматический подход, лингвистические и экстралингвистические факторы, профессиональная межкультурная компетенция, культурно-специфические поведенческие стратегии.

The article provides a description of the linguapragmatic approach to communication in the sphere of tourism, an analysis of its main components, reflecting the relationship between linguapragmatics and the theory of speech acts. The structure and content of professional intercultural competence, which is formed within the framework of a linguapragmatic approach to teaching professional communication in a foreign language, is substantiated and recommendations for effective communication in tourism industry were given [1].

This article tries to show how local people and tourists achieve negotiation of meaning and understanding through pragmatic strategies. It studies spoken cooperation in English between local Uzbeks and tourists during brief communicative dialogue. In the context of tourism, the nature of these encounters was transactional, i.e. exchange of information. Such kind of talk took place when foreign tourists and local Uzbeks had an opportunity to chat socially [2].

The intensive development of international cooperation and the entrance of the Republic of Uzbekistan in a global world educational space have actualized the issues of training domestic specialists who are able to use a foreign language for professional and educational purposes both within their country and at the international level. An open educational space ensures the harmonization of educational standards, approaches, curricula, specialties in different countries of the world, and also opens up opportunities for the growth of academic mobility of students and cooperation between university teachers who are representatives of different cultures [3].

Academic mobility is a significantly important process for personal and professional development of students, as each member faces the need to solve life situations and simultaneously analyze them from the position of one's own and "foreign" culture. It can automatically and often subliminally develop certain qualities:

- the capability to choose the tools of interaction with the outside world;
- the capability to think in comparative terms;
- the capability to communicate with foreigners;
- the capability to recognize own lack of knowledge, which determines the motivation for learning;
- the capability to change self-perception;
- the capability to view your country in a cross-cultural context;
- knowledge of other cultures studied from the inside.

In this regard, there is a need to develop qualitatively new approaches to teaching foreign language professional communication of students. Currently, most domestic and foreign scientists agree that the productive knowledge of a foreign language is associated with direct communication with representatives of a different culture, so the pragmatic aspect is the leading one in the process of learning foreign languages. According to the English scholar David Crystal, pragmatics studies language in terms of its use in real communication. This field of science explores the factors that determines the choice of language means among all their diversity in a particular communication situation, and the subsequent impact of this choice on other people [4].

We know that Pragmatics is a branch of linguistics concerned with the use of language in social contexts and the ways people produce and comprehend meanings through language. An important place in the theory of translation is occupied by pragmatics, because it is it that forms the attitude of a person to signs, as a result of which the text in one way or another causes a certain reaction in the recipient, thanks to which the main function of the text is manifested — the desired effect is achieved. Pragmatics in a broad sense is understood as a science that studies the language from the point of view of the person using it in terms of the choice of language units, restrictions on their use in social communication and the effect of influencing the participants in communication. Pragmatics is then the study of how both literal and nonliteral aspects of communicated linguistic meaning are determined by principles that refer to the physical or social context in which language is used [5].

The study of vocabulary in the pragmatic aspect, from the point of view of the appropriateness of the use of lexical and phraseological units, depending on the situation of communication and the goals that the speaker seeks to achieve, according to V. I. Zobotkina, allows us to single out a new direction in the study of the lexical system of a language — functional lexicology, which is faced with the task of identifying internal patterns that govern the choice and adequate use of a particular lexical unit in each specific communicative act.

The study of vocabulary in the aspect of functional lexicology requires an appeal to the theoretical principles of the linguapragmatic description of the word. The term "pragmatics" is

interpreted differently in modern linguistics. This is the science of the use of language, a theory that studies the pragmatic parameters of literary communication, the theory of speech influence.

The options for defining pragmatics, as we see, are very diverse, but they all have one thing in common — the recognition of the human factor as the leading concept of pragma linguistics. Pragmatics studies all the conditions under which a person uses linguistic signs. For a pragma linguistic analysis of lexical units, it is also necessary to keep in mind the social differentiation of the language, in particular, the nature of the relationship between linguistic and social structures. The structure of the social differentiation of a language is multidimensional and includes the two forms of differentiation, due to the heterogeneity of the social structure, and situational differentiation, due to the diversity of social situations [6].

The traditional directions of linguistic science proceed from such linguistic units as a word, its lexical and grammatical meaning, as well as a sentence, super phrasal unity, text. With the development of the pragmatic direction, scientists began to turn to the activity side of the language. The fact is that in real communication, its participants form statements not only in accordance with the phonetic, lexical and grammatical rules of the language, but also depending on the intentions of the communicants and the emerging communicative conditions. Linguapragmatics in the broad sense of this concept refers to the process of verbal communication and is aimed at studying the needs, goals, motives, intentions and speech actions of communicants. Modern linguapragmatics includes the study of the explicit and hidden goals of the speaker's statements, speech strategies and types of behavior, as well as the influence of the addresser on the addressee.

This article looks through the ways how better understanding will be achieved in touristic context and where the linguapragmatic approach is employed in negotiation of meaning to achieve shared understanding.

Tourism had become one of the most important sectors in the world economy, accounting for 10 percent of global GDP and more than 320 million jobs worldwide. It is maintained by an overwhelming amount of communication practices, which has not yet been in the focus of linguistic research. Apart from some studies in the discourse analytical perspective, neither the increasing variety of text genres often produced in multimodal dimensions nor the different strategies of representation and promotion of places as destinations have systematically attracted the attention of linguists.

Being discursive in nature, however, the tourist industry is continuously creating and differentiating a cross-medial and mostly promotional text culture, which connects continents, cultures and people. It virtually moves the world, triggering multiple processes of transformation, so that a remote place is perceived as home, natural circumstances become special attractions, persons are presented as hosts or visitors; authentic identities and routines turn into extraordinary goods in a global event market, where vacation and travel function as desired consumption products.

In the course of our research, we are developing a linguapragmatic model for the formation of professional intercultural competence in communication in the field of tourism. The theoretical basis for this model is a linguapragmatic approach to teaching a foreign language, which allows the teacher to form the student's skills of practical knowledge of a foreign language for professional and educational purposes, taking into account extra linguistic factors of communication, as well as to develop the ability for a constructive dialogue with representatives of other cultures and for revising one's own position; sensitivity to interpersonal and intercultural aspects of communication [7].

This article aims to analyze the linguapragmatic approach to communication in the field of tourism in teaching a foreign language, it should be noted that it is based on the theory of linguapragmatics and has its own specific features.

First, let's establish the basics of linguapragmatics:

In linguapragmatics, two main directions can be distinguished:

- 1) focused on a systematic study of the pragmatic potential of language units;
- 2) the study of the functioning of the language in the discourse, woven into the joint practical activities of people in the process of interpersonal interaction. At the same time, discourse is understood as speech as a component of human interaction that affects cognitive processes.

The second direction of linguistic pragmatics is closely connected with the theory of speech acts and, in our opinion, is of practical importance for the methodology of teaching a foreign language. Particular attention is paid here to the rules and conventions of linguistic communication, which organize the alternation of speech moves of communicants in a dialogue, the structuring and ordering of discourse, as well as the selection of language means and the construction of statements in accordance with the requirements of the quantity, quality and relevance of the transmitted information, an adequate way of its transmission, taking into account status the roles of communicants. Research in the field of linguistic pragmatics has an international character. Among foreign researchers, the most famous representatives of this direction are G. P. Grice, D. Himes, D. Vanderveken, T. A. van Dijk, J. Leach.

As we know, an important place in linguistic and pragmatic research is occupied by the understanding of the following factors:

- Linguistic, i. e. relations between linguistic units and the real conditions of their usage in the communicative space;
- Extra linguistic, involving the study of such parameters of the communication situation as the place and time of speech interaction, the goals and expectations of the communicants, their social status.

In fact, an active aspect is introduced into the description of the language, and teaching foreign language professional communication in this context involves the formation of such competencies that will ensure the implementation of the communicative functions of the language. The generation of speech acts in accordance with interaction patterns, i. e. will contribute to the achievement of the practical goals of the participants in communication.

As known, when communication participants are representatives of different cultures, their personal perception and experience influence the processes of encoding and decoding information. The process of intercultural communication is determined by cultural-specific factors. It is obvious that for the implementation of successful communication at the intercultural level, the participants in communication need to master certain communication strategies that are characteristic of a particular culture.

Thus, the linguapragmatic approach to teaching foreign language for professional communication provides the formation of skills for the conscious selection of language means and their usage in a particular communication situation, as well as an understanding of the subsequent impact of this selection on the participants in communication. The main feature of the given structure of professional and methodological competence is the operational-pragmatic and practical components in its composition, which ensure the assimilation of culturally specific behavioral strategies in accordance with the professional goals of the communicants and the cultural characteristics of the communication environment. Such an approach to teaching professional communication in a foreign language will contribute to the implementation of the communicative

and pragmatic orientation of language teaching in modern conditions of the development of international cooperation and the growth of academic mobility of students.

The relevance of the undertaken research is determined by the need for a systematic and comprehensive description of the phenomenon of speech behavior in connection with the promotion of new aspects of its study in line with modern linguistic knowledge:

- Anthropocentric and discursive-pragmatic approaches to language,
- Communicative-cognitive and functional grammar, the needs of a systematic description of the speech behavior of representatives German linguacultural community in situations of everyday communication.

The need for further research into the types, models and means of implementing speech behavior is also relevant, which seems important for specialists in the social and humanitarian fields of knowledge focused on solving the problems of human interaction in various social situations.

Based on our work experiences at the Uzbek State World Languages University the following methods were used in current study:

1. Pragmatic analysis (research of goals, intentions, communicative actions, features of speech interaction of interactants in various communicative situations in the field of tourism);
2. Discourse analysis (consideration of the act of communication in the field of tourism in connection with its form, function, situational and socio-cultural conditionality);
3. Linguistic modeling (when identifying modes and models of speech behavior in the field of tourism);
4. Analysis, synthesis and generalization of the linguapragmatic approach to communication in the sphere of tourism and extrapolation of the findings to a wider range of phenomena;
5. The method of “field” observation when compiling a corpus of oral dialogues in situations of everyday communication in the field of tourism.

We came to conclusion that the practical significance of the study lies in the fact that its results and conclusions can be applied to a wide range of tasks related to the processes of communication in the field of tourism. Linguapragmatic approach is also essential for exchanging meaning and co-constructing understanding in actual communication in touristic context. In exchanging meaning intelligibly and sharing understanding, the locals and the tourists exploit their linguistic resources and use pragmatic strategies to negotiate meaning.

In addition, the materials presented may be useful to those involved in the practical aspects of communication — speech image specialists, psychoanalysts, consultants for successful negotiation in the tourism sector.

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