



Scientia Research Library

ISSN 2348-0416

USA CODEN: JASRHB

Journal of Applied Science And Research, 2022, 10 (3):25-30

<http://www.scientiaresearchlibrary.com/archive.php>

Pragmalinguistic analysis of prescriptive speech act (command) in fictions

Buzrukova Maxina

SamSU , Sharof Rashidov

Senior Lecturer, Doctor of Philosophy in Philology (PhD)

ABSTRACT

The article is devoted to the pragmalinguistic analysis of the prescriptive speech act (order) used by the English writer Jacobs in the collection of short stories "The White Cat and Other Stories". As a result of the content analysis of the text, the language tools used to implement the speech act of the request, as well as the types of prescribing speech act used in English, were analyzed.

Keywords: discourse, locution, illocution, perlocution, speech act.

INTRODUCTION

Today, in world linguistics, the study of the process of speech communication of representatives of different linguistic cultures has scientific and practical significance. A number of leading research centers are conducting research on the problems of system communication units and the explicit and implicit appearance of these units in various contexts. In this paper, we describe the characteristics of the means of expressing a prescriptive action (command) in English. We sought to explore on material from Jacobs' short story collection *The White Cat and Other Stories*.

Of course, no one can deny that theoretical views of semiotics such as Ch.Pierce and Ch.Morris, the works of Sh.Bally H.Humboldt and others in the field of general linguistics was motivated to the formation of the theory of speech acts as a separate doctrine,. But the main source of this theory is the English logician J. Austin's *How to Do Things with Words*.

J.Austin, interested in the structure and discursive activation of the speech act. Austin suggests the study of speech acts divided into locutive, illocutive, and perlocutive stages. Locutionary act is "the pronunciation of a sentence in relation to a specific content and reference" [Austin 1975: 109]. In particular, the content of the phrase "The dangerous dog is in the garden" refers to a particular dog and describes how dangerous it is. At the same time, we also demonstrate an illocutive act, such as notifying, commanding, warning, at the same time as we perform the locution action [Austin 1975: 109]. Hence, the aim of the speaker in composing a sentence with this or that meaning and referent is to participate in the communication process through a certain action. For example, through the pronunciation of the dangerous dog is in the garden structure mentioned above, the speaker aims to stop or warn anyone from entering the garden. In this case, the warning determines the illocutive power of the speech structure. Finally, a perlocutive act occurs when the speaker can stop the listener

from entering the garden.

MATERIALS AND METHOD

It should be noted that the listed acts (locutive, illocutive, perlocutive) are performed at the same time, in the same space and time. Their differentiation is of a formal nature, and only and only in their integrity does a real discursive-communicative unit, i.e., a speech act, be formed. The speaker who performs the locutive act immediately becomes the executor of the illocutive act, that is, he asks a question and answers it, informs, persuades, or warns; begs or demands, criticizes or praises. In performing such actions, the performative verb refers to illusion.

Along with the concept of 'illocutive act', J. Austin's student J.W. Serl also introduced the concept of 'illocutive task'.

J. Serl classifies speech acts into five classes:

- 1) Representative (purpose - to inform the speaker of his responsibility for the sincerity of the message);
- 2) Directives (purpose - to encourage the listener to perform the requested action);
- 3) Commissions (purpose - the speaker is obliged to perform an action);
- 4) Expressive (purpose - to express a state of mind conditioned by sincerity);
- 5) Declaratives (purpose - to make changes in the status of the object by an authorized person).

Although J. Syorl's classification is not without its shortcomings, it allows us to generalize the most important features of speech acts and to determine the criteria for classification in the future [Safarov 2008: 84].

According to the author of the work "Pragmalinguistics" Sh. Safarov, "The existence of language is related to the way people perform speaking or writing actions. In the process of performing these actions, the linguistic units demonstrate the ability to express content such as affirmation, command, warning, promise, in addition to the original meaning. These meanings are the result of the speech activity performed by the speaker. Thus, a speech act is a linguistic appeal of the speaker to the listener in a certain environment, for a specific purpose" [Safarov 2008: 71].

Directive speech acts are usually described by being divided into three groups. These are prescriptives, that is, structures that contain an order to perform an action, requests, that is, actions that are requested to be performed in favor of the speaker (but this action is not an obligation to be performed). Finally, the third group consists of suggestive speech acts with counseling content.

In situations of intercultural communication, the greatest risk to the addressee is the misinterpretation of the command (encouragement) directive speech act. Misinterpretation can occur as a result of the use of implicit performers in sentence structure. The motivational structure has the ability to interact verbally in the communication process and control the listener's behavior.

According to May, a command speech act is used by the addressee to force the addressee to perform a specific action, to direct it toward a specific goal. The speaker expects a positive result from the listener in the execution of the command, leaving the listener with no choice [May 2003: 164].

Hence, an order is a verbal action directed by an official, leader, or any other authorized person that is required to be complied with. In a command situation, the addressee assumes an authoritarian position toward the addressee and expects him or her to perform the action no doubt required.

Involved in the analysis U. Jacobs' collection of short stories, *The White Cat and Other Stories*, consists of nine short stories in which the author makes extensive use of the direct command speech act in relation to the indirect speech act [W. Jacobs: 1969]. All the prescriptive speech acts available in the collection of stories can be seen in the table comparison below (see Table 1).

Table 1 Linguistic means used in the expression of direct and indirect command speech acts

Name of the story	Indirect speech act of command	Direct speech act of command
A question of habit.	“Mr. Jackson,” said the skipper, in a terrible voice. “What’s this?”	“Repeat what he said”
	“What does this mean, Miss Mallow?” said the skipper.	“Go and do your work,” roared the skipper.
		Stop the draught-playing and the card-playing and the poetry, said the mate
Sentence deffered.		“Very good,” said the skipper. “But you are not to speak to this young lady again, Mr. Jackson”.
		“All right, Bill,” said the skipper, in a low voice. “Don’t take any notice of me”.
Mixed relations.	“Quit right,” said the skipper. “I allowed him to. He’s going to take his meals here, too. Do you wish to say anything against it?”	“Shut up!” cried the skipper angrily. “Go and send the mate to me. And if anybody has noticed me come aboard and asks you who I am, say I’m a friend of yours.”
		“I told him to clean the galley, to make it ready for the next cook. And all the time he is telling me he is improving.... improving!”
The white cat.	“I’ll give you two shillings instead of one, if I be sure that it is not poisoned.”	“That will do,” said the skipper. “That will do! He’s not so bad for a beginner.”
		“That youngest boy of yours was pulling my cat’s tail this morning, and I want you to punish him for it.” “I’ll punish him, uncle, as soon as I get home,” said Joe, who was very fond of his children.

	George Barstow took such care of it that he never let it go out of his sight and he paid a boy to taste its milk before it had it	“Go bring him here and punish him here,” said the old man.
	By the afternoon George raised the sum to ten pounds, and people that were too old to walk stood at their cottage doors to catch the cat if it came by.	“The best thing you can do if you really want me to try and find that cat, is to give me fifteen pounds now, and I’ll go and look for it at once.”
	“George Barstow offers fifteen pounds for it,” said Bob Pretty. “I’ll give that or more when I come into the property,” said Joe Clark.	
	“Joe will be glad to give them to you,” he said, “won’t you Joe?”	
	“You find me that cat, alive and well,” said George, “and the money is yours.”	
His lordship.	“If you would prefer father’s room he would be very pleased to let you, have it. Very pleased indeed!” “It’s too dull for you here, my lord,” the farmer remarked one morning at breakfast. “You must be missing town.”	“Be as proud and unpleasant as you like to my daughter, but leave me alone. Remember that!”
Her uncle.	“Where’s the poor fellow’s supper?” he asked his niece.	“You mind your business, George Gale, and I’ll mind mine,” said Mr. Wragg angrily. “And don’t lean against my house, because I don’t want you to.”
		“Go and never come back,” said Mr. Wragg angrily.
		“Stand away, Joe,” he said, stepping forward. “I’ll take that in for you.”
		“Put it here,” said Mr. Wragg, throwing

	<p>open a door. “Put it down at once, do you hear?”</p> <p>“You get out of my house,” shouted Mr. Wragg with his hand to his head. “Get out at once!”</p> <p>“Up you go!” said Mr. Harris, shortly. “we’ll tell her we carried you up. Now quick!”</p> <p>“Take off your clothes,” commanded Mr. Harris.</p> <p>“Take him away, take him away at once!” Mr. Wragg began to shout.</p> <p>“I can’t have him here at all,” shouted Mr. Wragg. “Let him go to his own bed.”</p> <p>“If he asks for food, tell him that he has just had food and he will be quite satisfied.”</p> <p>“You give me my clothes,” roared Mr. Gale, jumping out of bed.</p>
Smoked skipper.	<p>“Go and tell the crew to pretend they are pirates until we get to sea.”</p> <p>“Take him down below and show him his bunk.”</p> <p>“Go and help the cook to peel the potatoes,” ordered the skipper.</p> <p>“Go to bed now. You will have to get up very early tomorrow morning and help with the cargo.”</p>

CONCLUSION

As a result of the content analysis of the text, the structures specific to 39 command speech acts were identified, of which 12 were expressed indirectly and 27 directly. As can be seen from the table, the imperative structures of the imperative speech act are mainly imperative structures, the 2nd person of the verb is in the singular or plural form, the imperative is a wish or a message. Let's analyze one of the given examples:

"Go bring him here and punish him here," said the old man. This example is taken from the story "The white cat" where Clark asks Joe to give his son an impact as Joe's son pushes the cat. Clark, in turn, is older than Joe, and Joe is forced to obey his uncle because he is Clark's sole heir. The command act highlighted in the text indicates that the speaker, Clark, was urging the interlocutor to take action. Clark also aimed to influence his interlocutor by expressing a command act.

We also observe that sometimes direct act of command expressed by adding verbs such as to want, to wish, to like, should (would) like, to request, to demand, to demand, to command, after the personal pronouns.

In language, perlocution is expressed not only by command, but also by interrogative speech acts. This can also be seen in the following passage:

"Where's the poor fellow's supper?" he asked his niece. The syntactic structure in the form of this interrogative sentence serves as an indirect command act because it has a secondary illocutive meaning in addition to the primary meaning. It is necessary to refer to the context to differentiate the directive function of this structure. Indirect expression of a speech act serves to increase the impact of the speech.

REFERENCE

- [1] Austin J.L. Word as action // *New in foreign linguistics*. Issue. 2. Theory of speech acts. - M.: Progress, 1975. - P. 109.
- [2] Pocheptsov G.G. Offer In: Ivanova I.P., Burlakova V.V., Pocheptsov G.G. *Theoretical grammar of modern English*. - M.: Higher School, 1981. - P. 164-281.
- [3] Safarov Sh. Ethnocultural components of discursive activity // *Language, discourse and personality*. 105-110.
- [4] Safarov Sh.S. Pragmalinguistics. - T.: National Encyclopedia of Uzbekistan, 2008. - 286 p.
- [5] Searl J.R. Classification of illocutionary acts // *New in foreign linguistics*. Issue. 17. Theory of speech acts. - M.: Progress, 1986. - P. 156-157.
- [6] Mey J.L. Context and (dis)ambiguity: a pragmatic view // *Journal of Pragmatics*. – Oxford: Oxford University Press, 2003. – № 35. – 328 p.
- [7] Jacobs W. *The white cat and other stories*. - M.: Higher School, 1969.