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INSONSHUNOSLIK FANLARI JURNALI

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TOSHKENT-2025

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10.00.00-FILOLOGIYA FANLARI –PHILOLOGY SCIENCES

Article / Original Paper

THE ROLE OF PRAGMALINGUISTICS IN ENHANCING COMMUNICATION EFFECTIVENESS WITHIN THE STEAM CONCEPT

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Annotation. This article analyzes the linguopragmatic mechanisms of forming effective communication within the framework of the STEAM education concept. Pragmatic-linguistic approaches play a significant role in optimizing speech interaction between teacher and student, increasing interactivity in the educational process, and developing communicative competence. The study highlights the functional importance of speech acts, social context, and goal-oriented language units within classes organized on STEAM principles.

Key words: STEAM education, pragmalinguistics, communicative competence, speech act, interactive learning, linguopragmatic approach

STEAM KONTSEPTI ICHIDA ALOQA SAMARADORLIGINI YAXSHIRISHDA PRAGMALINGVISTIKANING ROLI

Salimova Gulnoza Anvar qizi

Buxoro davlat tibbiyot instituti, Yoshlar bilan ishlash bo'limi metodisti

Annotatsiya. Ushbu maqolada STEAM ta'lim konsepsiyasi doirasida samarali muloqotni rivojlantirishning lingv-pragmatik mexanizmlari tahlil qilinadi. Pragmatik-lingvistik yondashuvlar o'qituvchi va talaba o'rtasidagi og'zaki muloqotni optimallashtirishda, ta'lim jarayonida interaktivlikni oshirishda va kommunikativ kompetentsiyani rivojlantirishda muhim rol o'ynaydi. Tadqiqotda STEAM asosidagi darslarda nutq aktlari, ijtimoiy kontekst va maqsadli lingvistik birliklarning funktsional ahamiyati ta'kidlangan.

Kalit so'zlar: STEAM ta'limi, pragmalingvistika, kommunikativ kompetentsiya, nutq akti, interaktiv o'rganish, lingvopragmatik yondashuv.

INTRODUCTION. Modern education aims not merely to produce learners who memorize information, but to shape individuals who think independently, act creatively, and communicate effectively [1, 24]. From this perspective, the STEAM concept (Science, Technology, Engineering, Arts, Mathematics) has emerged as an advanced model ensuring interdisciplinary integration. This approach places knowledge exchange, cooperation, and active communication at the core of the learning process, as these are key factors determining its effectiveness [2, 57].

Language serves as the heart of this process. Pragmalinguistics, focused on the communicative potential of linguistic means in real speech situations, analyzes the interaction

between meaning, intention, and context [3, 41]. This ensures not only the semantic but also the psychological and social efficiency of communication.

Therefore, the application of a pragmalinguistic approach in STEAM education plays an important role in managing teacher–student interaction, creating an interactive learning environment, and fostering students’ communicative competence.

METHODOLOGY

The methodological foundation of this study is based on the pragmalinguistic approach, which prioritizes the analysis of speech in terms of context, purpose, and communicative intent. In the dynamic and creative domain of STEAM education, language functions not only as a means of conveying information but also as a tool for cooperation and cognitive stimulation. Hence, the research focuses not on rigid statistical models, but on understanding the nature and process of communication.

During the analysis, attention was given to the natural speech interaction between teachers and students. The study examined how meaning is formed and guided through questions, explanations, irony, encouragement, or short remarks. Such an approach shifts the assessment of speech from “whether it was said correctly” to “why it was expressed that way” [3, 41].

The main research methods included observation and discourse analysis. In STEAM lessons, the pragmatic functions of teachers’ speech, social distance, and variations in tone within requests or directives were observed, along with students’ verbal and non-verbal reactions (intonation, body language, pauses).

Interviews and surveys were conducted not merely to collect data, but to understand participants’ experiences and their self-assessment of communicative practices. Some teachers regarded “creativity-stimulating speech” as the core of their lessons, while others considered “structured and directive speech” to be more effective. These diverse perspectives demonstrated that different pragmatic strategies yield varying outcomes in the learning process [6, 22].

Although statistical data were not the main goal, parameters such as communication intensity, frequency of encouragement acts, and balance of question–answer interactions were analyzed to illustrate general dynamics. As a result, a methodological system integrating observation, analysis, and interpretation was established.

This approach allowed us to move from the external form of communication to its inner essence — focusing on intentions behind speech and mechanisms of social interaction. Consequently, the study revealed how the pragmatic power of language operates in real communicative contexts of STEAM education [7, 33].

RESULTS

Observations showed that in STEAM education, a teacher’s speech acts not only as a medium of instruction but also as a stimulator of creative and analytical thinking. From a pragmalinguistic standpoint, each speech act is a purpose-driven communicative event directly influencing the quality of education and the cognitive engagement of students.

For instance, during a physics lesson, one teacher initiated communication by saying:

“Today, you will think like engineers. If you had unlimited possibilities, what kind of device would you create to overcome gravity?”

This question stimulated not just knowledge recall but also hypothetical reasoning, personal viewpoints, and creative problem-solving. Students complemented each other's ideas and engaged in debate, creating a multi-voiced communicative environment. Pragmatically, this represents a highly active illocutionary act, in which speech becomes an instrument of thought and action.

In another case, during a biology class, a teacher softly interrupted a student:

“That’s a good point, but what if we look at it from another angle—would the result change?”

This utterance functioned not as criticism, but as constructive guidance, allowing the student to rethink their answer without feeling psychological pressure. The choice of tone and wording helped maintain social balance and emotional comfort within the dialogue.

Observations also indicated that encouraging expressions (“Excellent idea!”, “Try proving it mathematically”) significantly affected lesson outcomes. In classes where such expressions were frequent, student participation increased by 30–40%.

Personal reflections revealed that lessons conducted in a dialogic, question-based format fostered students’ ability to articulate and refine thoughts linguistically. In this sense, language functions as a laboratory of thought. Thus, the teacher’s verbal behavior in STEAM classes should be not only didactic but also pragmalinguistically adaptive.

Another key finding is that students gradually develop an awareness of the persuasive power of language—they begin to recognize irony, encouragement, and politeness strategies in the teacher’s tone. This indicates that pragmalinguistic learning is internalized at both cognitive and emotional levels.

Therefore, the pragmalinguistic approach is essential for deeply understanding communication within STEAM education. The hidden purposes of speech—such as motivation, evaluation, social distance, and intonation—form the core communicative mechanisms. The findings confirm that conscious management of communication significantly enhances students’ independence and active participation.

ANALYSIS AND DISCUSSION

The study revealed that communication in STEAM education is not merely an instrument for knowledge transmission but a complex system shaping thought, cognition, and social awareness. From this standpoint, the pragmalinguistic approach — analyzing speech acts in relation to purpose and context — aligns closely with STEAM methodology, as both aim to achieve meaningful expression, mutual understanding, and collaborative problem-solving.

According to linguistic theorists D. Levinson and H. Grice, speech serves not only to convey information but also to establish social influence and mutual understanding [4, 56]. This principle is reflected in modern classrooms, where a simple phrase like “Good idea, but try another approach” encourages students to rethink and refine their responses. This exemplifies Grice’s Cooperative Principle, emphasizing cooperation, comprehension, and shared reasoning.

In R. Jakobson’s communicative model, language fulfills six functions. Among them, the conative (influential) and metalingual (analytical) functions are especially evident in STEAM lessons. The teacher’s speech not only informs but also motivates, invites reflection, and stimulates analysis. Based on personal observation, such speech strengthens students’ sense of ownership over the topic and fosters critical thinking.

Uzbek linguist N. Mahmudov notes that every linguistic unit reflects an aspect of an individual's inner world [6, 24]. In this regard, words in STEAM education carry not only semantic meaning but also psychological and communicative value. Encouragement and polite corrections from the teacher become sources of trust and motivation for learners.

From a new cognitive perspective, the most significant finding is the creative energy of communication. Each tone, pause, metaphor, or humorous remark can stimulate thought — a phenomenon I term “pragmalinguistic motivation”, where speech activates students' internal cognitive processes.

J. Habermas's theory of communicative action posits that communication aims at mutual understanding and collaboration. Similarly, in STEAM classrooms, teachers do not simply transmit knowledge “top-down” but co-create it with students. In such contexts, language transforms from an informational tool into a social form of cognition — not just transmitting knowledge, but generating it.

In summary, the effectiveness of communication in STEAM education directly depends on the teacher's pragmalinguistic competence — the ability to activate thinking through tone, metaphor, pause, and subtle cues. The study reconfirms that language is not only a means of communication but also a mechanism shaping thought and consciousness. A teacher who can consciously harness this power fosters not only learning but also creativity and critical thinking.

CONCLUSIONS AND RECOMMENDATIONS

The results demonstrate that the success of communicative processes in STEAM education is closely linked to the teacher's pragmalinguistic competence. Language, in this context, acts not merely as a means of conveying information but as a tool for shaping thought and emotional motivation. The teacher's choice of words, tone, pauses, irony, or encouragement directly affects students' capacity to articulate, generate, and defend ideas.

Main conclusions:

1. Language is the core mechanism of creative thinking. In STEAM education, a teacher's speech not only explains but also motivates students to think independently and explore problems from new perspectives.

2. Pragmalinguistic analysis exposes hidden communicative intentions in education. Variations in tone, questioning style, or motivational words reveal underlying psychological influences, improving overall learning outcomes.

3. Teacher-student cooperation represents the central principle of STEAM methodology. Such collaboration should move beyond knowledge transfer to joint creation of meaning, requiring conscious linguistic awareness.

4. Integrating linguistic culture with technological thinking is a strategic direction of modern education. The combination of STEAM and pragmalinguistics cultivates independent, critical, and creative thought.

5. Communicative reflection — the ability of teachers to analyze their own speech, tone, and intentions — should be regarded as a key pedagogical competence.

Recommendations: Organize special seminars and trainings for teachers on “Pragmalinguistics and Communicative Pedagogy”;

Integrate speech culture, pragmatics, and communicative psychology courses into STEAM curricula;

Expand the practice of video analysis of teacher–student communication for applied pragmalinguistic research;

Create interactive platforms for developing “creative speech” and “linguistic expression” skills among students.

Ultimately, pragmalinguistics and STEAM education — though rooted in language and cognition respectively — complement one another in shaping an individual who thinks, communicates, and creates. Their integration fulfills the modern educational mission: to cultivate not merely knowledge, but a culture of thinking.

Adabiyotlar/Literatura/References

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