

Lexical-semantic Study of the Pragmalinguistic Terms “Communicative Competence” and “Communication” in the English Language

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ABSTRACT

The article deals with a new insight into pragmalinguistic terms “communication competence” and “communication” to investigate their lexical-semantic analysis along with the views of numerous linguists and language scientists and the origin of the terms and how they have started to be used in linguistics and the changed they have undergone throughout the years and what kind of meanings and usages they possess nowadays which has been carried out through comparative-historical method over the terms and eventually it may reach to the conclusion that the terms are used in a broader way meaning the concept of communication is broader than that of interaction, as it conveys various forms of interaction as well as methods of message transmission. As a consequence, it is considered a term within the scope of pragmatic linguistics.

Keywords: Communicative norm, communicative connection, communicative process, social communication, addressee, addresser, communicative leader

INTRODUCTION

In the 1630s, competence came into the English language in the sense of sufficient means to live in comfortable conditions, in the Latin *competentia* in the sense of “agreement, coming together, symmetry,” in the present tense form of the Latin verb *competere* *competens* in the sense of “to fit together, to be right”, in the

1790s it came into the English language in the sense of “to come out right in a situation”, in the 1708 it came into the English language in the sense of “a matter that can be heard in court.” The compound noun “communicative competence” is not used in collocations due to its linguistic term, synonyms range of the word “competence” is: capability, capacity, savvy, proficiency, suitability, adequacy, skill, might, expertise, appropriateness, and its antonyms include the words incompetence.

The word “competence” is derived from the verb “compete” and is used as a collocation with the verbs like have, demonstrate, display, prove, show, lack, achieve, acquire, develop and gain.

She shows a high level of technical competence.

He gradually developed the competence to deal with the more difficult cases.

Beyond sb`s/ within sb`s, outside sb/sth`s, as, for, in competence are employed in the English speech.

I'm afraid the work is beyond his competence.

This should be well within your competence.

Students had questioned her competence as a teacher.

He displayed great competence for the job.

A level/standard of competence is used as a phrase.
Communication (kommunikatsiya)

Communication originated in the 14th century from the Old French communication (14th century, modern French communication) – a process of debate, discussion, communication, and directly from the Latin *communicationem* (conjugation *communicatio*) – a form of speech, communication - from the verb communicate (to share, communicate, inform, join, unite, participate). The root of the word communication is the verb communicate, and it is used in three different meanings: to communicate, to talk, to pass a disease from one person, animal to another, to spread, to connect from one room to another through a door. There are the following options of this word,

which have their own meanings: *communis* (Latin for common – general and public), *communicare* (to share, communicate, join and unite), *communicationem* (Latin for to be habitual, to communicate, form of speech, to participate and to be habitual), communication (early 15th century act of communicating and discussion).

Synonyms of the word include: contact, chat, colloquy, communion, confabulation, conference, conversation, converse, dialogue, discourse, intercourse, parley, talk and its antonyms are silence, disagreement, ignorance, secret, denial and concealment. The term “communication” does not have the feature of changing from noun to verb. The word communication can form collocations with the following words: Alternative +, basic +, + device, + equipment, + gap, + pattern, + skill, + system, + technique, computer-mediated +, constant +, cross-cultural +, direct +, effective +, electronic +, face-to-face, form of +, global +, importance of +, informal +, intercultural +, internal +, interpersonal +, lack of +, means of +, method of +, mobile +, modern +, nonverbal +, online +, open +, oral +, secure +, strategic +, verbal +, visual +, wireless +, written +.

In pragmatics, the concept of communication is broader than the concept of dialogue because communication includes forms of communication and the method of sending messages.

To examine the terms comparative-historical methods have been applied throughout the research alongside their origin as how they have been developed by scholars’ insights throughout ages and their lexical-semantic features have been taken into account.

The term “communicative competence” was developed in 1966 by the American linguist, sociolinguist, and folklorist Dell Haymes in response to Noam Chomsky’s misinterpreted distinction between linguistic competence and linguistic performance. To explain Chomsky’s approach to the concept of competence, Haymes conducted an ethnographic study of communicative competence, which included communicative form and function, which were integrally related to each other. This approach, pioneered by Haymes, is known as the ethnography of communication.

Communicative competence is a combination of individual characteristics and abilities, as well as linguistic and non-linguistic knowledge and skills that ensure a person's communicative activity.

Communicative competence is considered as a structure consisting of five levels:

1. Psychophysiological characteristics of a person, ranging from the personality trait of a person (extraversion/introversion) to the device of the articulation apparatus – largely determine the speech-thinking and communicative abilities of a person, helping or hindering successful communication;
2. The social characteristics and status of the individual (the communication process is influenced by various social characteristics of the individual: origin, gender, age, profession, belonging to a particular social group, the social role of the communicator);
3. The cultural background of the individual – encyclopedic knowledge and cultural values (if the cultural background of the communicants is highly compatible with each other, communication is successful. Significant differences in cultural background (knowledge, presuppositions of the communication participants) usually lead to the emergence of gaps, the filling or compensation of which requires additional efforts of the communicative leader
4. Linguistic competence of a person – a set of skills and abilities of a communicator, including:
 - the ability to express a given meaning in different ways (the ability to use it in a new way - paraphrase);
 - to extract meaning from what has been said and at the same time to understand the general meaning from externally similar, but different in terms of expression and externally diverse thoughts;
 - the ability to distinguish linguistically correct statements from incorrect ones

- the ability to choose the one from various means of expressing thoughts which best suits the communicative situation and most fully reflects the personal characteristics of its participants (selective ability).

In other words, it is a person's ability to communicate successfully, based on their level of knowledge of their own language and linguistic norms, as well as their ability to understand a wide variety of texts.

5. Cocommunicative knowledge, skills and abilities is regarded as:

- effectively shaping the strategy of communication;
- efficiently using various tactical methods of communication;
- the ability to introduce oneself (or one's team) as a participant in the communication process, to possess communicative norms, and to establish and maintain communicative interaction. [1]

Effectiveness refers to the interrelation of verbal and non-verbal methods with the goals and objectives of communication, as well as to the communicative prospect.

As noted by Doctor of Philology, Professor I.M. Kobozeva, some of these features are common to all types of speech acts. These include, for example, the addressee's physical ability to perceive spoken or written speech; their knowledge of the language being used; and the addressee's level of education and cultural background, which determines the basic knowledge available to them for understanding the intended message.

Other features may be specific to particular types of speech activity. For example, when planning to prompt the addressee to engage in a certain communicative action, it is important to consider their social status. If the addressee holds a higher status than the addresser, the addresser may request or suggest the speech activity, but cannot issue an order to carry it out.

The status of the addressee and the degree of closeness in the relationship between participants in a communicative act regulate the level of politeness to be employed. This influences the choice of address form, the degree of directness or assertiveness, the tone of voice (in spoken communication), and the use of specific markers of politeness. Choosing the appropriate level of politeness is a necessary condition for achieving the intended communicative outcome. The addresser's approach to the addressee is reflected in their choice of linguistic means [2].

Taking into account the various types of addressees, the Russian philosopher, cultural theorist, literary scholar, and theorist of European art and culture, M. M. Bakhtin, wrote that the addressee “may be a direct participant in everyday communication – a conversation partner; or they may be a community of specialists in a particular field, a more or less distinct group of people, contemporaries, supporters, opponents and rivals, or coworkers, superiors, subordinates, close individuals, strangers, or even entirely undefined people (with various emotionally colored types of monologic thought). All these types and categories of addressees are determined by the field of human activity and everyday life to which the act of expression pertains.”

N. I. Formanovskaya identifies the following types of addressees:

- Actual and potential addressees (compare everyday communication with family members and rhetorical address directed towards God);
- Generalized potential addressees – these are an indefinite number of people who may read a particular book, journal, or newspaper, or listen to a radio broadcast or watch television programs. Therefore, the author of the text shapes the addressee by targeting a specific group, taking into account their gender, age, nationality, social and ideological characteristics. More precisely, the text is constructed with reference to the addressees of scientific, journalistic, and official styles;

- Mass, collective, and concretized addressees (e.g., a classroom, a meeting, a group of students, etc.);
- Personal, individual, and specific addressees – direct interpersonal communication in oral discourse;
- Indirect (secondary) addressees, also known as observers. This type of addressee is characteristic primarily of mass genres such as television and radio interviews, conversations, and “roundtable discussions.” Accordingly, several features of structuring the conversation are directly related to the presence of the observer-addressee. In particular, the interview is conducted to a degree that shapes the internal perspectives of the interlocutor, corresponding to the attitude of the addressee seated “off-camera.”
- In various communicative situations, each participant (communicant) possesses their own speech plan, strategy, and tactics during the process of verbal interaction.

The addresser expresses their thoughts not only for a particular reason but also in accordance with their communicative and more general post-communicative intentions.

In addition to the speaker’s intention, the mood of the addressee, their perception of the topic and situation, and their attitude toward the speaker’s intention are also of crucial importance. Taking these factors into account, a communicative act in oral discourse can be described as the result of an interaction or even a collision of intentions between two or more participants.

In conclusion, it can be stated that communicative competence involves the alignment and mutual understanding of participants’ goals within the communication process.

Traditionally, communication is defined as interpersonal information exchange through a system of signs – primarily linguistic signs. Scientific interest in this field dates back to antiquity, which explains why the number of definitions of communication correlates with the number of authors addressing it. A comprehensive overview of the development of communication theory can be found in V. B. Kashkin’s textbook

Introduction to Communication Theory (Введение в теорию коммуникации).

Social and communicative processes serve as essential conditions for the existence of any society. Scholars from various countries have increasingly focused their attention on studying the process of social communication and developing communication theory. The relevance of research in this field has been dictated by the demands of real life itself.

In recent decades, academic, educational, and lexicographic literature across the globe has more clearly emphasized the idea of the “communication revolution”, which highlights the central role of communication throughout human history. As a result, the study of communicative processes and the resolution of related problems have necessitated a multidisciplinary approach, drawing scientific interest from a wide range of fields including anthropology, art, history, psychology, sociology, linguistics, philosophy, and others. In his work, Russian scholar A. V. Sokolov defines the foundations of social communication theory as follows:

Social communication is the movement of knowledge, emotional experiences, and volitional influences within a particular social space and historical time. [5: 4]

There is no doubt that social communication is a multifaceted phenomenon. A. V. Sokolov represented the unity of its multi-aspectual study in the form of a cube, with each facet corresponding to a discipline involved in the investigation of social communication – namely, philosophy, sociology, psychology, cultural studies, linguistics, and applied technology.

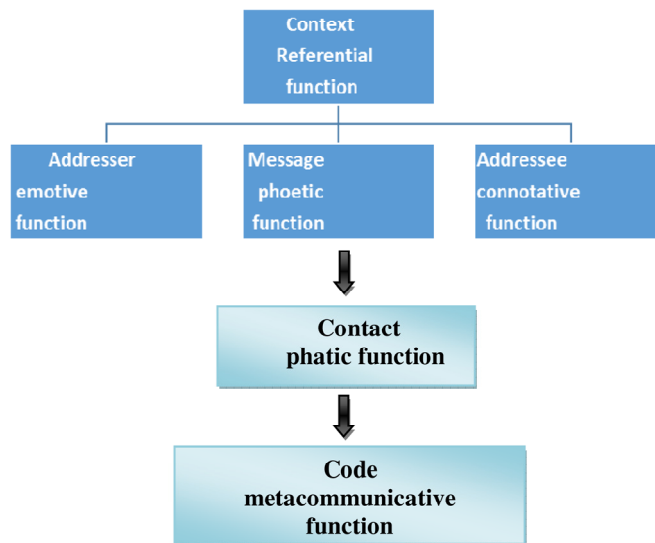
Within the framework of linguistics, and in connection with broader social and communicative issues, researchers have primarily focused on the study of oral communication. Particular attention has been paid to the speech competence of language users within a given society, which is considered essential for any kind of communicative activity.

For a long time, linguistics has made use of a communication model originally proposed and later expanded in the late 1940s

by American mathematician, cryptographer, and father of information theory, Claude Shannon. This model, derived from mathematics and cybernetics, played a pivotal role in the development of numerous disciplines related to information exchange.

Shannon's ideas on communication significantly influenced the work of Roman Jakobson, a Russian-born American linguist. According to Jakobson, in the act of speech, a message is transmitted from the addresser to the addressee through a code.

Various versions of Jakobson's model have been applied in linguistics to analyze the functions of language, its individual units, and to describe the processes of speech and text production. This model provides insight into the purpose and functions of language within communicative activity.



Roman Jakobson explains his model as follows: The addresser sends a message to the addressee. In order for the message to fulfill its intended function, it must account for the following factors:

- Addresser: the subject who sends the message;
- Addressee: the subject who receives the message;
- Message: the content or information transmitted to the addressee;
- Context: the referential framework or meaning of the message, which the addressee must be able to interpret. The context should be either inherently verbal or capable of being verbalized;
- Code: a system of signs or language shared by both the addresser and the addressee, which must be mutually intelligible;
- Contact: the physical and psychological connection between the addresser and the addressee that enables and maintains communication.

This model emphasizes that for effective communication to occur, all these components must be present and function coherently.

Each of the factors mentioned above corresponds to a specific function of language. The term “language function” refers to the role the message plays in relation to the other factors of communication. Typically, a message performs several functions simultaneously; however, its structural composition often determines its primary function.

Modern sociolinguistics, communication theory, and the sociology of communication have all employed these concepts to describe communicative processes. In recent studies, the philosophy of dialogism has gained significant attention and serves as a compelling example of a non-linear model of communication.

The ideas of the Russian scholar, literary theorist, and linguist Mikhail M. Bakhtin are particularly crucial for understanding the communication process. Two of his core concepts are especially relevant:

1. **Addressivity:** the essential characteristic of any utterance is that it is directed toward someone; there is no speaker without a listener, no addresser without an addressee.
2. **Chronotope:** every utterance derives meaning only within a specific time and space context. The term *chronotope* comes from the Greek words for “time” (*chronos*) and “space” (*topos*).

The following results have been reached: in a communicative act, alongside verbal means, nonverbal cues – such as gestures, facial expressions, intonations, and pauses – also play a crucial role as components of communicative activity within a specific context.

The study of non-verbal means of communication has also sparked growing interest among psycholinguists and sociolinguists. Consequently, the concept of verbal communication falls within the domain of linguistic competence.

CONCLUSION

In this regard, it is essential to emphasize that the concept of communication is broader than that of interaction, as it encompasses various forms of interaction as well as methods of message transmission. Therefore, it is considered a term within the scope of pragmatic linguistics.

Linguists primarily interpret the concept of communication as referring to interaction, and the use of terminological paronyms allows for a more precise distinction of the object of study:

- Communicative: pertaining to the act of interaction itself (from a linguistic perspective),
- Communicational: related to the broader process of social communication.

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