



Classification of compliments as speech acts and their basic characteristics in Uzbek and English languages

Sadikov Erkin Tursunovich

TESOL/TEFL certified teacher
Bukhara State University
English Philology Department
erkdil2004@mail.ru

ABSTRACT

This paper aims to investigate and compare the notions and scientific angles of scholars by illustrating the specific features of speech acts of compliments. Primarily, it decodes elements and types of components; secondly, the work combines compliments with other speech acts and distinguishes some relations among them. Finally, this research presents a clear criterion which supports both teachers and learners identify the classification of compliments in Uzbek and English languages.

Keywords:

Speech Acts, Compliments, Conversation, Provision, Classification.

Introduction

Compliments are types of phrases or expressions that can be evaluated positively on a daily basis among communicators. They can be ice breakers or conversation openers to facilitate the process. Considering a compliment as a speech act, three main elements are distinguished: speech action, psychological interaction and a way of linguistic implementation of speech action. It should be noted that the speech act is understood by people as a kind of communicative action, structural unit of language communication following J. L. Austin, J. R. Searle, Manes, Ishinara, Brutian and other scholars who made great contributions on this very field.

The model of speech action itself integrates the provisions of the theory of speech acts, the theory of speech activity and the concept of politeness. This model directly and indirectly boosts the theoretical and practical aspects of complimenting. Thus, a complimentary statement becomes a language tool achieving qualitatively different communicative goals (verbal and non-verbal), for example, the implementation speech act, which is the unity of locutionary, illocutionary, perlocutionary acts and some social action.

As for the illocutionary purposes of a compliment, they are to express the following, and namely:

- the speaker's positive intentional state, the representative content of which is an explicit or implicit positive value judgment;
- intention/aspiration/desire the speaker to please the addressee;
- positive attitude of the speaker to the addressee.

It is also important to emphasize that the illocutionary act of a compliment is characterized by a wide range of expressed intentional states of the speaker, such as approval, admiration, sympathy, respect, affection, love, pleasure, enjoyment and others.

With regard to the perlocutionary purpose of a compliment, it can be mentioned that it consists in causing the recipient a positive emotional reaction. The impact that a compliment has on the addressee is associated with the satisfaction of one of the person's most important needs - to be recognized and appreciated or respected by the people and society around.

Taking turns while interactions are important and it also commonly hints at politeness theory which is considered to be a constitutional

umbrella for compliments. So, compliments are social actions that are divided into two main classes: etiquette and instrumental. In this case, the classification criterion is the nature of the social goal compliment.

The social goal of all etiquette compliments is to maintain non-antagonistic relations between speakers, while the invariant goal of instrumental compliments is to change communication partner behavior. It means that as all speech acts compliments are also used for specific purposes during the conversation and as a result, a compliment involves a social and emotional speech impact.

Social speech impact involves special situations of communication in which information is not transmitted as such, but certain social acts are carried out, for example, an attempt to arrange the interlocutor to the negotiator, express his or her admiration for the person's talent and virtues, force the speaker to carry out some actions. It is crucial to understand that an emotional speech impact is aimed at interpersonal subjective-emotional relationships. Samantha Cardinali (2020) points out that the speech provides all of the people with imperative tools for learning and communicating with others, hereby, it can carry the characteristics of emotional and social aspects.

It is evident that compliments combine the features of different speech acts. So they can combine the features of representatives, expressives and actual communication. However, the main characteristic compliment is its evaluative nature; therefore it is considered by us in the category of expressives.

A compliment refers to non-informative speech actions, expressing regulative, indexical and emotional and evaluative content.

Varfolomeeva and Kulimina (2013) classify the compliments according to the following criteria:

- direct orientation of the statement to the addressee, present in the communicative space, acting as the recipient of the compliment;
- indirect orientation of the statement to the addressee present in the communicative;
- space, acting as a recipient of a compliment, but not a participant in the interaction;
- the orientation of the statement to the addressee of the compliment, which is absent in the communicative space (at the same time, the addressee participates in interaction with another

subject - the addressee of the statement of a non-complimentary nature);

- direction of the compliment on the addresser (when the addresser and the addressee coincide in one person) in interaction with another subject (the addressee of the non-complimentary speech statement);
- focus of the compliment on a single or multiple (collective) addressee;
- the focus of the compliment on the internal or external characteristics of the addressee;
- set and non-set of compliment;
- stylization or non-stylization of a compliment;
- consistency / inconsistency of the deep and surface semantics of the compliment;
- compliment or pseudo-compliment .

In speech acts of praise/compliment, the national and cultural characteristics of the English and Uzbek ethnic communities can be expressed as follows: in the objects of compliments; in its addressees and addressees; in ways to implement a compliment; in the language design of a compliment; with regard to compliment and response.

As for the classification according to the objects of compliments, both in English and in Uzbek the following types of compliments can be identified:

- compliments to the appearance of a person;
- compliments evaluating professionalism or certain abilities;
- generalizing compliments (compliments that characterize the personality as a whole);
- compliments to internal, moral qualities;
- compliments to intellectual abilities;
- other compliments (compliments concerning age, compliment of the name, compliment of the dwelling, home environment and others).

It was revealed that in the communicative culture of Uzbekistan, compliments to internal, moral qualities, intellectual abilities, and in the communicative culture of England, compliments to the moral qualities of a person prevail. It is believed that the main factors influencing such national and cultural differences in the use compliments are different value systems and norms of English and Uzbek etiquette.

Nevertheless, in English speech communication, compliments on appearance are given great attention. This type of compliment

takes second place in English culture. Of course, both in Uzbek and in English communicative culture, compliments related to appearance are used mainly in informal communication. As for business communication, compliments regarding a person's appearance are used quite rarely, but are often considered as a sign of bad taste.

Decisively, it can be pinpointed that the definition of the speech act of praise / compliment as a separate speech statement that serves to express an opinion (more often positive and less often -pseudo-positive) of the addressee about the person's addressee or about a third person who is not a direct participant in communication, and is mentioned in the conditions of direct communication of the interlocutors to achieve addresser of specific goals.

References

1. Austin, John L. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.
2. Ishihara, N. (2003). Giving and responding to compliments. In K. Bardovi-Harlig & R. Mahan Taylor (Eds.), *Teaching pragmatics*. Washington DC Office of English Programs, U.S. Department of State. Retrieved May 30, 2014
3. Manes, J., and Wolfson, N. (1981). The compliment formula. In F. Coulmas (Ed.). *Conversational Routine*, (pp. 115-132). The Hague
4. Cardinali, S. (2020). Emotional and Social Speech. Adapted from the interview
5. Varfolomeeva, I., and Kulimina, K. (2013). Compliments as speech acts, *Gramota* (Ed) .Tambov
6. Izomovich, R. Z., & Fazliddinova, U. D. (2021). The Problems of Second Language Acquisition and Writing in Teaching English Language. "ONLINE - CONFERENCES" PLATFORM, 229-233. Retrieved from <http://papers.online-conferences.com/index.php/titfl/article/view/623>
7. Rasulov, Z. (2021). Reduction as the way of the language economy manifestation.
8. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). Извлечено от

- http://journal.buxdu.uz/index.php/journals_buxdu/article/view/2943
9. EditorJournals and Conferences. (2021, November 26). TEACHING SPEECH ACTS OF COMPLIMENTS: WHAT IS WHAT? <https://doi.org/10.17605/OSF.IO/NV39E>
10. Tursunovich, S. E. . (2021). Teaching Pragmatics to Uzbek Learners of English. *Middle European Scientific Bulletin*, 19, 120-122. <https://doi.org/10.47494/mesb.2021.19.948>
11. Sadikov , E. (2021). TEACHING GRAMMAR COMMUNICATIVELY: INTERRELATIONS BETWEEN PRAGMATICS, SPEECH ACTS AND GRAMMAR. *Збірник наукових праць SCIENTIA. вилучено із* <https://ojs.ukrlogos.in.ua/index.php/scientia/article/view/17671>
12. IMPLEMENTING AND ASSESSING PRAGMATIC SPEECH ACT DIVERGENCES IN THE ESL CLASSROOM SE Tursunovich - *Eurasian Journal of Academic Research*, 2021