THE IMPORTANCE AND FEATURES OF LEARNING THE EXPRESSION OF A REQUEST IN ENGLISH LANGUAGE

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Annotation: *Article aims to study importance of pragmatics and speech acts in learning English language. In oral communication challenge for English language learners is the speech act of requesting/asking. In terms of the way of expression, the request can be expressed directly or indirectly, and the degree of indirection can also vary significantly.*

Key words: *Communication, pragmatics, speech acts, request, cultural difference*

One of the most important goals in teaching foreign languages is the formation of students' ability to intercultural communication, that is, the acquisition of the required level of communicative competence. Dialogue speech involves the use of speech acts of various modal orientation, knowledge of various means of expressing the same speech act and the possession of skills and abilities to use them in the corresponding speech situations. That is, it is necessary not only to master the level of formal correctness of the language, but also the level of communicative acceptability, determined by the role status of the communicants.Teaching dialogical speech as the implementation of thematically related speech acts is associated with the difficulty of mastering the forms of expressing specific speech acts in the corresponding speech situations. A particular challenge for English learners is the speech act of requesting/asking. The meaning of the speech act of the request, both in English and in Uzbek, is heterogeneous. In addition to the characteristic rising intonation that determines the speech act of a request, the main meaning of this type of utterance in English corresponds to the verbs to beg, to ask and the noun request (and some corresponding synonyms).

The speech act of the request performs an argumentative function aimed at convincing the addressee to perform / not perform the action. Such a function corresponds to a rhetorical strategy, the purpose of which is to convince the addressee of the fulfillment of the desired action for the speaker. The illocutionary content of a given speech act almost always depends on the context, therefore, when teaching the expression of a request, it is important to know who the addressee is addressing, what is the role status of the addressee: peer, friend, relative, teacher, unfamiliar face, and so on.

The English language is distinguished by a wide variety of means of expressing a request: these can be direct declarative statements, imperative, interrogative constructions, indirect questions, expanded declarative and interrogative statements, and

hint statements. In terms of the way of expression, the request can be expressed directly or indirectly, and the degree of indirection can also vary significantly. The choice of these or those constructions depends on many extralinguistic factors and determines different degrees of politeness. The politeness of a request, first of all, depends on the way it is expressed: the less direct it sounds, the more polite it is.In English communication culture, preference is given to indirect ways of expressing a request. The politeness of indirect statements is explained by the fact that they make it easier for the listener to refuse, provide an opportunity not to take an action. Interrogative statements with modal verbs are the most common way of expressing a request and include a prompting question: Can you give me a lift home? and the resolution question: Can I get a lift home? It should be noted that the latter are more polite

Models with the verbs may / might sound even more polite and respectful towards the addressee and are more characteristic of the official style of communication, they signal formality and / or subordination. Could you please is one of the most preferred ways to express a request: Could you please pass the salt? / Could you please give my message to Mr. John? The following combinations are also possible: could you kindly / could you sweetly / could you perhaps / could you possibly / could you just / do you think you could. For example: Could you possibly text me in the morning? / Could you just put dishes somewhere for me?

The most respectful form of expressing a request in English is detailed statements such as Would it be possible for you to do it? I would appreciate it if you'd do that. I was thinking maybe you wouldn't mind doing that. Such statements are typical mainly for formal communication, for situations when communicants are separated by a long distance: Could I possibly trouble you to take a moment to do it?

In order to build statements in accordance with the peculiarities of the English style of communication, it is advisable for Uzbek communicants to follow certain rules when making a request. 1. In English communication, a request is a more "dangerous" speech act than in Uzbek, and when making a request one should keep a distance and be emphatically polite. 2. You should not express your request directly, that is, using an imperative, even if your request is elementary.3. It must be remembered that the English word please is not enough to soften the urge. 4. You should not use means of strengthening the request (like Uzbeki*'tinibso'rayman, xo'pdeyaqolendi, taningsog' bo'gur/iltimos, marxamatqilibbajaribyuboring)*. 5. When making a request in the form of a question, keep in mind that interrogative statements Could you do it? / Would you do it? are neutral in English communication, that is, no more polite than the Uzbek model*Bajaraolasizmiiltimos*? There are other means for a more polite request.

To overcome pragmatic failures in the process of communicating with English-speaking partners in oral practice classes, a number of exercises should be used:

-Playing roles from cards with problematic situations.

- Identification and discussion of pragmatic mistakes by students.

- Search for sources of pragmatic failures and ways to overcome them.

- Performing exercises to fill in the gaps (for example, determine how a phrase begins and ends).

- Watching authentic films with pauses, during which students predict the approximate speech behavior of communication participants.

- Listening to authentic dialogues with pauses. Predicting subsequent statements.

It should be noted that knowing proper use of speech act Request helps you to understand and being understood by others in social and intercultural context. Applying pragmatics in teaching is the best way for students to sound more natural in a target language.

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