

USING DIRECT AND INDIRECT REQUESTS IN THE LANGUAGE CLASSROOM

Giyosova Sevara

A Teacher Of Djizakh State Pedagogical University, Uzbekistan

ABSTRACT: This article is about teaching students to make polite requests using Direct and Indirect requests. Brown and Levinson have laid a lot of the foundation for politeness research (1978, 1987). Their Politeness Theory is regarded as a highly effective paradigm for analyzing politeness-related discourse. Even in its infancy, the theory has drawn a variety of objections. Japanese linguists Matsumoto and Ide (1988) and Intachakra (1989) made the most common suggestions, and Intachakra more recently made a criticism (2012). The framework's continued applicability in light of recent developments in sociolinguistic studies has also been a topic of ongoing discussion.

KEYWORDS: Direct requests, Indirect requests, politeness, non-conventionally direct request.

INTRODUCTION

Politeness in communication is considered important. Politeness, according to Leech (1983), involves people describing, that they think well of others or that they do not think more highly of themselves than they should.

Direct requests are frequently offensive in English. Non-traditionally indirect requests appear to be preferred among English speakers. Using the interrogative form with English speakers is also considered an unpleasant request, especially when the addressee is superior. If, for example, an L2 student asks his professor, "Could you give me some exam notes?" In this circumstance, such a request would be considered offensive and could harm the learner's relationship with his professor. However, if you ask in this manner: "Actually, sir, I did not attend the last lecture, therefore I would be extremely thankful to you,"

The request act might be phrased in a complex way that includes an implicit request. Only capable learners can interpret it as a request based on the context alone. If two persons are sitting at a table and one of them asks the other, "Have you finished with the saltcellar?" The speaker is not asking for a direct inquiry to be replied to with a Yes or No, but rather an indirect request to give the salt cellar to the other person.

Nine types of request methods were discovered by Blum-Kulka and Elshtain (1984). These nine tactics are grouped into three categories based on their degree of directness: direct request,

traditionally indirect request, and non-conventionally indirect request. A direct request is typically employed when formulating a small request, according to Brown and Levinson (1987), with a speaker and hearer from the same social class. When the request is quite large, a traditional indirect request is employed; it is politely phrased. This is the form of request that is most commonly made worldwide. Using hints or implicates in a non-traditionally indirect request is common, especially "when making the sort of request that it seems doubtful one should make at all" (p. 57)

In influencing speech acts, the concept of "power" aligns with the social distance variable. Brown and Levinson (1987) observed that the speaker will be more indirect and polite the stronger and more remote the listener is. Power is a social factor that influences how people make requests. It refers to how much control one person has over another.

My learners are 19-21 years old students who study at Pedagogical universities for learning certain subjects. Some of my learners know both English and Russian languages well as the reasons they finished primary school that was specialized to teach in the Russian language.

It's preferable to utilize different activities of both receptive and productive skills. The reason why I utilize the Request speech act a lot of my students don't know how to address adults as well as teachers even in their L1. However, students who studied at Russian primary schools know how to address teachers. They act politely especially when they are turning to give some questions or ask for help. They also use different phrases for an apology or compliment.

On a fundamental level, a locutionary act consists of the words that are spoken, an illocutionary act of their use, and a perlocutionary act of their impact. Illegal actions of speech

Speakers use (speech actions, for short) to carry out tasks like greetings, Apologies, requests, compliments, etc. are all acceptable.

(Brown & Levinson said, (1987) learning indirect speech acts is not only important for politeness, but also for aesthetic effects, expressiveness, managing relationships, and elocutionary objectives.

The premise of Austin's (1962) "How to do Things with Words" is that all utterances conduct speech acts. The three actions of elocutionary, illocutionary, and perlocutionary speech are frequently performed simultaneously. A basic definition of the words that are stated constitutes a locutionary act; the function of the words constitutes an illocutionary act. The perlocutionary act is the effect of the words spoken. Acts of illocutionary speaking. Speakers utilize (speech actions for short) to execute functions such as greetings.

Social distance is considered the revealing effect of differences/similarities between two languages/cultures on L2 students, or the degree of proximity and acceptance between two different cultures. According to research, the function of culture education in second language

teaching/learning is heavily emphasized by social distance. Bogardus created the social distance concept in 1924 "to gauge sentiments toward a variety of groups" (Wark & Galliher, 2007, p. 383). Brown defines social distance as "the cognitive and affective proximity of two cultures that come into contact within an individual," according to Brown (2000). (p. 185). Furthermore, according to Brown and Levinson (1987), distance is an "asymmetric social dimension of similarity/difference within which speaker and hearer stand for the sake of this act" (p. 76).

REFERENCES

1. Ishihara, N., & Cohen, A. D. (2010). Teaching and learning pragmatics: Where language and culture meet. Harlow, England: Pearson Longman, ISBN: 978-1408204573.
2. Griffiths, P. 2006. An Introduction to English Semantics and Pragmatics. British: Edinburg University Press. Hornby, A.S. 1995. Oxford Advanced Learner's Dictionary (Fifth Edition). Oxford: Oxford University Press.
3. Leech, G. 1983. Principles of Pragmatics. London: Longman Inc. Levinson, S.C. 1983. Pragmatics. Cambridge: Cambridge University Press.