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INTERACTIONS OF PHILOSOPHY, PRAGMATICS AND PEDAGOGY

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ABSTRACT

In this article, the fields of pragmatics and pedagogy are compared as disciplines of philosophy and their interactions are applied. At the same time, theoretical views and practical foundations are discussed and analyzed.

KEYWORDS

philosophy, pragmatism, pedagogy, pragma linguistics, speech acts, compliments, refusals.

INTRODUCTION

Pragmatism, one of the directions of twentieth-century philosophy, emerged in the 1970s in the United States and spread widely in the 20th century. The ideas of pragmatism were first introduced by the American philosopher Charles Peirce (1839 - 1914) in his "Consolidation of Beliefs", "How to Make Our Ideas Clear?" expressed in articles. At the end of the 19th century, psychologist and philosopher William James (1842 - 1910) supported these ideas, and in the 20th century, John Dewey (1859 - 1952) and George Mead (1863 - 1931) became followers of pragmatic philosophy.

The main thesis of pragmatism is to consider traditional philosophy as causal in its separation from life, abstraction and thinking. Therefore, pragmatism abandoned a number of fundamental ideas of philosophy. From the perspective of pragmatism, philosophy should become a universal method of solving problems that arise in the course of human life, in various life situations, and in people's activities. According to D. Dewey, philosophy arose not out of wonder, but out of social stress and tension. The task of philosophy is to improve people's lives and analyze social experience. "Experience" is one of the main

concepts of the philosophy of pragmatism. It includes human attitude towards nature, social, religious views and others. According to pragmatism, experience is all the processes that a person goes through.

Human activity includes certain relationships with other people who make up their living environment. Therefore, a person's attitude to the world is not only through thinking and theoretical views. First of all, it has a practical character - it is always emotionally colored, interesting and subjective. Thus, what is valuable and useful for a person, these beliefs turn out to be true.

Accordingly, science, thinking, and knowledge are the stages of achieving practical goals, and they are the means of adapting a person to the environment for living, optimizing his actions. Concepts, theories, ideas are not just mental observations, but intellectual aspects of solving practical problems. That is why Dewey's method was called instrumentalism.

If ideas, theories give results in practice, lead to successful actions, then they are true. But these methods and theories should not be subjective: they should correspond to the essence of the problem, be adequate. So, the truth is the usefulness and success of knowledge for man and society. Reality equals expediency, efficiency and practicality.

There cannot be ultimate goals or ideals that predetermine and pre-plan human behavior to solve social problems. The theory changes under the influence of the situation. In a democratic society, a free person has ample opportunities to make decisions and conduct experiments to improve the life of society. Pragmatists believe that "growth is the only moral goal" and strongly reject violence, insisting that only peaceful means can be used. The true philosophy of

pragmatism is, in fact, the philosophy of entrepreneurship.

Pragmatism had a great and practical impact on the development of the science of pedagogy. For example, D. Dewey himself worked as a professor of philosophy and then as a professor of pedagogy in a number of American universities. He has several works on pedagogy: "School and Child", "School of the Future", "Democracy and Education". The main merit of pragmatic pedagogy is that it rejected the outdated and ineffective schooling and traditional book-only learning of the late 19th and early 20th centuries. Pragmatism has become the most important pedagogical problems, including the connection of school with life, the conformity of school education to the interests and needs of the child, individual and labor education, educational efficiency, etc.

From the point of view of pragmatism pedagogy, the main goal of education is self-awareness of a person, realization of his desires and interests. The criterion of self-awareness is the adaptation of a person to the environment. Pedagogy should help the child, and the function of education is to "reconstruct" the child's experience to eliminate errors. Enriching experience is more important than imparting knowledge.

Pragmatic pedagogy is based on the method of pedocentrism. The entire educational process should be built around the child's interests, which has a decisive influence on the development of his creative activity, helps to awaken the child's independence, "spirit of inquiry". In pragmatic pedagogy, the main criterion of ethics is recognized as personal experience and personal success in mastering social values (social prestige, wealth). And the school should promote success and prevent social conflicts.

Undoubtedly, the importance of pragmatic pedagogy is great. He brought the school closer to life, activated and individualized the educational process. On the other hand, it cannot be ignored that the pragmatic approach to knowledge lowers the theoretical level of education and makes the criteria for evaluating knowledge unclear.

Pragmalinguistics (linguistic pragmatics) as a field of linguistic research defines as its object the relationship between language units and the real conditions of their use in the communicative space where the speaker and the listener interact. At the same time, the parameters and characteristics of the communicative situation, such as the place and time of the speech interaction, the goals and expectations of the communicators, are important. In fact, the description of linguo-pragmatics includes action (activity).

Linguistic pragmatics is closely related to sociolinguistics and psycholinguistics, natural language philosophy, speech act theory, functional syntax, text linguistics, discourse analysis, text theory, discourse analysis, discourse ethnography, and cognitive science, even artificial intelligence.

Alignment of traditional teaching methods with innovative educational technologies and their pedagogical foundations in teaching foreign languages, in particular, English to students, researching ways to effectively use modern interactive methods in the educational process is one of the current problems of pedagogy.

The reformation of speech acts expressing compliments and negations in the teaching of the English language among the actual components of pragmatics, in general, the analysis of pragmatics as one of the leading branches of philosophy is one of the ultimate tasks of pedagogues who aim to teach English

today. Therefore, it should be noted that pragmatics plays an important role in the process of communication, and pedagogical communication is also relevant in its formation. After all, the main tasks of communication are to get to know a person, to exchange information with him, and to create ideas as a result of communication.

In this way, information technology plays a special role in communication. In particular, elements such as verbal influence on the interlocutor, support for the conversation, cooperation, thesis and argument are technologies that cause pragmatic speech acts to move, and in the process of their reception, the physiological and psychological aspects of the interlocutors are the theoretical basis of pedagogy and pragmatics.

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