



COMMUNICATION ETIQUETTE IN PEDAGOGICAL DISCOURSE: LINGUOPRAGMATIC APPROACH AND COMMUNICATIVE CRITERIA

Dilrabo Yusufova

Tashkent State University of Uzbek Language and Literature Doctoral student

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ABSTRACT

This article analyzes the linguopragmatic features of communication etiquette in teacher speech within the framework of pedagogical discourse. The research is based on Grice's Cooperative Principle and the Politeness Theory proposed by Brown and Levinson. The article examines the teacher's linguopragmatic competence as the main theoretical criterion, which is the ability to organize appropriate, morally balanced, and emotionally positive communication for the addressee. Based on practical examples, the effective application of ethical speech styles and their influence on students' classroom engagement, confidence, and motivation are highlighted.

The modern education system sets itself the main task not only of imparting knowledge but also of ensuring the personal development of students. In this process, the teacher's personality, their speech, communication etiquette, and culture play a crucial role. In particular, communication etiquette - that is, adherence to generally accepted moral and cultural norms during interaction - serves as an indispensable tool in a teacher's professional activity. Through communication etiquette, the teacher not only expresses their thoughts clearly and comprehensibly but also fosters respect, trust, and mutual understanding among students.

Therefore, this article analyzes the theoretical and practical foundations, linguopragmatic aspects, and examples of observing communication etiquette in a teacher's speech in real communicative situations. The aim is to determine the role and impact of ethical means of communication in pedagogical discourse and to substantiate the effectiveness of their application.

From a linguopragmatic perspective, communication etiquette is directly related to Grice's Cooperative Principle (quantity, quality, relation, manner) and Brown and Levinson's *politeness* theory. According to this approach, in communication, each participant strives to maintain the social "face" of their interlocutor[1]. By respecting this "face," positive and negative behaviors are balanced. For example, if a teacher in class chooses more gentle forms instead of command-like sentences such as "Copy the text from the board!" and says "Please, copy it down," it acknowledges the student's personal freedom and ensures ethical balance in



speech. This linguopragmatic approach fosters an atmosphere of mutual respect and trust in pedagogical communication.

A teacher's speech is not merely a means of conveying knowledge, but a tool for shaping the student's personality, creating an atmosphere of mutual trust, and instilling cultural values. The specific features of communication refer to the harmony of moral, social, and emotional aspects in the teacher's speech, and their expression through linguistic units.

In a teacher's speech, aspects such as *status appropriateness*, *interpersonal distance*, *intonation*, *pronunciation culture*, *language standardization*, and *adherence to norms* play an important role. Communication etiquette is manifested precisely through these elements. For example, a teacher's use of the formal "you" form in their speech, addressing students by name, and consistently being attentive during greetings are manifestations of communication culture.

Furthermore, during lessons, teachers should not only use clear and consistent speech in an academic style but also employ expressions that ensure communicative softness, such as "What do you think?," "Do you believe this is correct?," and "You made a good effort." Through this, the teacher establishes a subjective relationship with the student, demonstrating that they value the student as an individual with their own opinions.

Communication etiquette becomes even more crucial in oral speech, as emotional tone, body language, pauses, and articulation can convey sincerity or coldness. In written communication (for example, in comments on student notebooks or in electronic correspondence), speech etiquette is manifested through clear and consistent expression, as well as polite and constructive evaluative phrases.

Pedagogical discourse is a system of communication between teacher and student, in which socio-psychological connections are formed alongside the exchange of information. Communication ethics is an important component of pedagogical discourse, playing a key role in ensuring the quality of education and creating a positive environment[2,3].

In cases where ethical norms are not observed, the student may feel belittled or disrespected. This diminishes not only their classroom activity but also their self-confidence. The teacher's rude or indifferent expressions, sarcastic evaluative phrases, and repeated reprimands cause students to refrain from expressing their thoughts and become passive.

On the other hand, adherence to ethics, that is:

- Listening to the student's opinion until the end,
- Answering all questions openly and kindly,
- Correcting mistakes through explanations rather than reprimands,

serves to foster balanced and positive relationships in education. Therefore, in modern pedagogical approaches (constructivism, student-centered education) *the teacher's communicative competence* is coming to the forefront. Within this competence, communication etiquette is one of the main criteria [4,45-50].

The ethical approach in the pedagogical process also incorporates modern values such as inclusivity, gender equality, and cultural diversity. Thus, every word, tone, and manner of address used by the teacher should embody the fundamental principles of today's education - tolerance, empathy, and personal respect.



A teacher's speech during lessons is evaluated not only for its content but also for its tone, style, choice of expressions, and ethical approach to communication. Practical observations indicate that communication from a teacher who adheres to ethical norms instills confidence in students, enhances the learning environment, and increases engagement in the lesson.

Let's examine the following positive examples of ethical communication:

First example (in a school setting):

- **Situation:** 7th grade native language lesson. A student gave an incorrect answer.
- **Teacher:** "I appreciate your effort to think it through. Let's examine this question together. Perhaps if we approach it from a different angle, we'll find the correct answer."
- **Analysis:** The teacher is utilizing **inclusive speech** techniques: phrases like "together" and "I appreciate your effort" value the student's participation. This communication, based on Grice's cooperative principles, maintains the maxims of quantity, quality, and relevance of information.

Second example (in a university setting):

- **Situation:** The teacher asks the student why they didn't complete the assignment.
- **Student:** "I apologize, I couldn't manage it due to family issues."
- **Teacher:** "I understand well. There are various situations in life. But next time, try to give advance notice, okay?"
- **Analysis:** In this dialogue, the teacher refrained from blaming the student; instead, they expressed empathy. "I understand well" is an example of **positive ethical language**. This phrase allows for continued communication based on mutual respect.

Third example (in a school setting):

- **Situation:** A student wants to answer a question but gives an incorrect response for the second time.
- **Teacher:** "Thank you for having the courage to share your thoughts. This is also part of learning. Now, let's pay attention to this fact and review it once more."
- **Analysis:** This communication is based on the pedagogy of "learning from mistakes." In an ethical environment, the student is not ashamed but remains active. This approach aligns with Brown and Levinson's "positive face" theory.

Negative analysis of unethical communication patterns:

Fourth example (in a school setting):

- **Situation:** The student was unable to answer a question in class.
- **Teacher:** "Don't you know anything? How many times have I told you to read something?!"
- **Analysis:** Here, the teacher used a **humiliating, emotionally pressuring** speech style. The phrase "Don't you know anything?" can lead the student to indifference, defensiveness, or aggression. Violating ethical rules causes not only personal but also pedagogical problems.

Fifth example (in a university setting):

- **Situation:** The teacher interrupted the student while they were answering.
- **Teacher:** "It would be better if you didn't talk about things you don't know."



- **Analysis:** In this case, disrespect towards the student is evident. According to politeness theory, such speech *threatens the negative face* and causes the student to be afraid to express their opinion.

Conclusions:

1. Communication using **ethical etiquette in the teacher's speech** increases students' participation, interest, and activity in the lesson.
2. **Unethical expressions** negatively affect personal relationships and pose a threat to the quality of lessons and the learning environment.
3. Elements of ethical communication (politeness, listening culture, gentleness in evaluation) are one of the criteria of **pedagogical professionalism**.

Adherence to communication etiquette in a teacher's professional activity emerges as one of the main factors determining their professional image. Research and practical analysis show that speech based on ethical communication creates a positive educational environment by respecting the student's personality, expressing empathy towards them, and valuing their opinion. In cases where ethical norms are not observed, the trusting relationship between student and teacher is disrupted, and the psychological atmosphere and effectiveness of the lesson are weakened.

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