

Remarks on The Place of Commercial Discourse in Society and Economy

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Abstract: Speech always affects other discourses and undergoes interaction and change during communication. The main content of speech is its social and cultural interactions. According to his theory, each discourse interacts with other discourses and undergoes changes during communication. The main content of speech is manifested in its social and cultural interactions. Communication is a complex activity of linguistic (discourse) thinking. As a result of this activity, discourse structures are formed, and the "traces" of the activity of linguistic thinking are preserved in the structure of these structures.

Keywords: Discourse, communication, communication, language, thought.

Introduction: Various scholars, according to their scientific approaches and methods, have expressed a number of different opinions about the definition of speech. The following authors have defined speech based on their theoretical and scientific conceptual approaches and analyzed it in various aspects: According to Noam Chomsky, "Speech is a linguistic system, the main function of which is to express thoughts and communicate with each other through the use of language and grammar". He considered speech as one of the main functions of language, through its syntactic structure, information is transmitted. In contrast to previous structuralist approaches that viewed language as a mechanical process, he considered language as a product of deep cognitive abilities of the human mind. The analysis of speech not only in terms of external expression, but also through the rules and structures existing in the human mind is the basis of Chomsky's theory. Chomsky's theory encouraged the view of language learning as a psycholinguistic process. Language is considered not only as a means of external communication, but also as a means of organizing and organizing knowledge in the human brain. According to him, in the process of language acquisition, a child acquires an innate "language ability", which allows him

to intuitively learn the basic rules of language. This is explained by the concept of a Language Acquisition Device (LAD). Mikhail Bakhtin defines speech not only as a means of information transmission, but also as a dialogical process. According to him, speech always influences other speech and undergoes interaction and change during communication. The main content of speech is its social and cultural interactions. According to his theory, each speech interacts with other speech and undergoes changes during communication. The main content of speech is manifested in its social and cultural interactions. Bakhtin's theory of dialogism emphasizes the interdependence of language and social relations. According to him, each speech act arises as a response to other speech acts and expects future responses. During this process, speech contents change and become richer. Bakhtin calls this state "dialogical imagination". The scientist also emphasizes the dependence of speech on social and cultural context. In his opinion, each speech act occurs in specific social and cultural conditions and is shaped by these conditions. This affects the content and form of speech. Bakhtin's theory of dialogism is important in linguistics, literary studies, and the social sciences, contributing to a deeper understanding of speech and communication processes. Lev Vygotsky describes

speech as a means of forming thinking and consciousness.

According to him, speech is not only a means of communication, but also a fundamental element that organizes human social interaction and the thinking process. Speech is considered the main mechanism that develops thinking. According to his theory of cultural-historical development, human cognitive development occurs through social communication, and speech plays a central role in this process. According to the scientist, initially speech appears as a means of external (social) communication. However, over time, it turns into internal speech, guiding the human thinking process and contributing to the formation of consciousness. He calls this process "inner speech". Vygotsky also introduced the concept of the "zone of proximal development", This refers to the range of tasks that a child cannot perform independently, but can perform with the help of qualified individuals (for example, teachers or parents). Speech mediates this process and ensures the child's cognitive development.

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