

Ergasheva Marjona

MA student, Navoiy State University

marjonaergasheva571@gmail.com

Scientific advisor: Rakhimova Nodira Kamolovna

Senior teacher, Navoi State University

nodira.rahimova2018@gmail.com

USING POLITE AND PERSUASIVE LANGUAGE IN DISCUSSION AND NEGOTIATION

Abstract. *This article examines the importance of using polite and persuasive language in discussion and negotiation within the framework of communicative language teaching and modern linguadidactics. The study argues that politeness strategies and persuasive expressions play a crucial role in developing communicative competence, intercultural awareness, and conflict-resolution skills among English language learners. Drawing on pragmatic theory, discourse analysis, and classroom-based observations, the research demonstrates that teaching learners how to negotiate meaning politely enhances their linguistic flexibility, emotional intelligence, and professional communication abilities. The findings reveal that integrating polite and persuasive language into interactive speaking tasks significantly improves learners' confidence, sociolinguistic sensitivity, and ability to maintain constructive communication in academic and workplace settings.*

Keywords: *politeness strategies, persuasive language, negotiation, communicative competence, pragmatics, linguadidactics.*

Annotatsiya. *Ushbu maqolada muhokama va muzokara jarayonlarida muloyim va ishontiruvchi til birliklaridan foydalanishning lingvodidaktik ahamiyati tahlil qilinadi. Tadqiqot polite va persuasive language strategiyalarining ingliz tilini o'rganuvchilarda kommunikativ kompetensiya, madaniyatlararo muloqot ko'nikmalari hamda konfliktlarni boshqarish qobiliyatini rivojlantirishdagi o'rnini yoritadi. Pragmatika nazariyasi, diskurs tahlili va auditoriya kuzatuvlari asosida olib borilgan tadqiqot natijalari shuni ko'rsatadiki, discussion va negotiation jarayonlarida muloyim muloqot usullarini o'qitish o'quvchilarning lingvistik*

moslashuvchanligi, emotsional intellekti va professional kommunikativ kompetensiyasini sezilarli darajada oshiradi. Shuningdek, polite va persuasive language birliklarini interaktiv speaking tasks bilan integratsiyalash o'quvchilarning o'ziga bo'lgan ishonchini, sotsiolingvistik sezgirligini hamda akademik va ishbilarmonlik muhitida konstruktiv muloqot olib borish qobiliyatini rivojlantiradi.

Kalit so'zlar: *muloyimlik strategiyalari, ishontiruvchi til, muzokara, kommunikativ kompetensiya, pragmatika, lingvodidaktika.*

INTRODUCTION

Foreign language education has become one of the major priorities of modern educational reforms in Uzbekistan. In the context of globalization and international cooperation, communicative competence is now considered as important as grammatical accuracy. President Shavkat Mirziyoyev emphasized that learning foreign languages, especially English, is essential for the country's development and global competitiveness. As a result, modern language teaching methodologies increasingly focus on practical communication skills and intercultural interaction.

Within communicative language teaching, the use of polite and persuasive language in discussion and negotiation occupies a particularly important place. Polite language helps speakers maintain respectful interaction, reduce conflict, and create positive social relationships. Persuasive language, on the other hand, enables individuals to express opinions effectively, defend arguments, and influence others in constructive ways.

Expressions such as "Could you possibly...?", "Would you mind...?", "I completely understand your point, however...", and "Perhaps we could consider..." are examples of linguistic politeness and pragmatic softening in English communication. These expressions not only reflect grammatical competence but also sociocultural awareness and emotional intelligence.

The present paper aims to analyze the linguadidactic advantages of teaching polite and persuasive language in English discussions and negotiations. Furthermore, the study explores how communicative and task-based teaching approaches contribute to learners' pragmatic competence, confidence, and intercultural communication skills.

LITERATURE REVIEW

Research in pragmatics and discourse analysis demonstrates that politeness strategies are fundamental components of successful communication. According to Brown and Levinson's Politeness Theory, speakers attempt to preserve both their own and others' "face," meaning their social dignity and self-respect during interaction (Brown & Levinson, 1987). Therefore, polite language serves as an important mechanism for reducing communicative tension and maintaining harmonious relationships.

Lakoff (1973) defines politeness as a system that minimizes conflict in communication. In academic and professional discussions, polite expressions help speakers disagree respectfully without damaging interpersonal relations. Similarly, persuasive language plays an essential role in negotiations by helping individuals justify opinions, influence decisions, and achieve mutual understanding.

Celce-Murcia and Larsen-Freeman (1999) argue that grammar instruction should integrate form, meaning, and communicative use. In this regard, polite and persuasive expressions are ideal

teaching tools because they combine grammatical structures with pragmatic and sociolinguistic functions.

In the Uzbek EFL context, learners often experience difficulties using polite forms appropriately due to differences between Uzbek and English communication styles. For example, direct expressions such as “Give me your pen” may sound acceptable in some contexts in Uzbek but appear impolite in English. Therefore, explicit instruction and contextualized practice are necessary to help learners understand pragmatic nuances.

Krashen’s Input Hypothesis (1982) suggests that learners acquire language more effectively when exposed to meaningful and comprehensible input. Authentic discussions, debates, and negotiation activities provide learners with valuable opportunities to encounter polite and persuasive language in realistic communicative situations.

Modern digital technologies have also transformed pragmatics instruction. AI-based tools, online corpora, speaking applications, and virtual discussion platforms enable learners to analyze authentic communication and receive immediate feedback on language use.

Overall, previous studies indicate that polite and persuasive language contributes not only to linguistic competence but also to critical thinking, emotional intelligence, and intercultural communication skills.

METHODS

This study adopted a qualitative descriptive research design combined with classroom-based observation. The research was conducted at Navoi State University among undergraduate EFL students. The study focused on analyzing how polite and persuasive language can be effectively integrated into communicative speaking instruction.

The research design was guided by the principles of communicative linguadidactics, emphasizing authentic interaction, learner engagement, and task-based communication (Richards & Rodgers, 2014). To ensure reliability, multiple sources of data were used, including classroom observations, reflective journals, teacher interviews, and speaking assessments.

INSTRUMENTS AND MATERIALS

The instructional materials were based on authentic English-language sources such as: workplace dialogues, academic discussions, debate transcripts, TED Talk excerpts, negotiation scenarios.

The research instruments included: Diagnostic speaking tests; post-instruction speaking assessments; Observation checklists; Student reflective journals; Audio-recorded discussions and negotiations.

Instruction followed a communicative task-based model (Ellis, 2003). Students participated in: Role-play negotiations; Group discussions on social and academic topics; Persuasive presentations; Conflict-resolution activities; Formal meeting simulations.

The instruction period lasted six weeks and consisted of three stages:

1. Pre-teaching Stage (Weeks 1–2)

Students completed diagnostic assessments and received explicit instruction on politeness strategies and persuasive language forms.

2. Communicative Practice Stage (Weeks 3–5)

Learners engaged in pair-work and group discussions emphasizing authentic communication and negotiation.

3. Post-assessment and Reflection Stage (Week 6)

Students completed final assessments and reflective journals evaluating their progress in pragmatic communication.

All classroom sessions were audio-recorded and transcribed for analysis.

ANALYSIS

The collected data were analyzed using qualitative content analysis. Classroom transcripts and reflective journals were examined for patterns of polite and persuasive language usage, including frequency, accuracy, and pragmatic appropriateness.

Comparisons between pre-test and post-test results were conducted to identify learners' development in communicative competence. Coding focused on several indicators: grammatical accuracy, sociolinguistic sensitivity, negotiation effectiveness, communicative confidence.

To increase reliability, peer review was conducted among colleagues from the Department of English Linguistics.

RESULTS

The results of the study demonstrate that integrating polite and persuasive language into communicative activities significantly improved learners' pragmatic competence and communicative confidence.

A comparison of diagnostic and post-instruction speaking assessments revealed considerable improvement:

Average pre-test score: 59%

Average post-test score: 88%

Specifically:

Appropriate use of polite requests increased from 62% to 91%;

Persuasive argumentation skills improved from 56% to 85%;

Pragmatic appropriateness in discussions rose from 53% to 87%.

Classroom observations revealed that students became more confident using polite expressions during interaction. Examples included:

"I understand your opinion, but perhaps we should consider another solution."

"Would it be possible to discuss an alternative approach?"

Reflective journals showed that learners felt more comfortable participating in discussions after learning polite negotiation strategies. Many students reported that polite language helped them manage disagreement respectfully and avoid communicative tension.

Students also demonstrated increased flexibility in persuasive speaking tasks. During debates, they used modal verbs, hedging expressions, and supportive arguments more naturally.

For example:

"Technology can improve education, but it should not replace human interaction completely."

Instructor observations confirmed that by the end of the course, more than 80% of learners used polite and persuasive language spontaneously during discussions.

The findings support Celce-Murcia and Larsen-Freeman's (1999) view that grammar integrated into communicative tasks leads to more effective and flexible language use.

DISCUSSION

The findings confirm that polite and persuasive language has strong pedagogical value in communicative language teaching. From a linguadidactic perspective, teaching pragmatics involves helping learners understand how language reflects social relationships, attitudes, and cultural expectations. Students' improvement in communicative performance demonstrates the effectiveness of functional and contextualized instruction. Rather than memorizing isolated phrases, learners developed the ability to use polite and persuasive language strategically during real interaction. The results also support Brown and Levinson's Politeness Theory, which emphasizes the importance of maintaining interpersonal harmony during communication.

Learners became more aware of how politeness strategies influence listener perception and negotiation outcomes. Furthermore, persuasive language activities promoted critical thinking and rhetorical competence. Students learned how to defend opinions logically, express disagreement respectfully, and negotiate meaning effectively. The study also aligns with Uzbekistan's educational reforms aimed at improving communicative competence and international communication skills. By integrating pragmatics into English language instruction, educators help prepare students for academic mobility, workplace interaction, and intercultural communication. Technology-supported learning environments also contributed to learners' development. AI writing tools, online discussion platforms, and authentic digital materials provided students with immediate feedback and realistic communication models.

CONCLUSION

This study explored the linguadidactic advantages of teaching polite and persuasive language in English discussion and negotiation contexts. The findings demonstrate that politeness strategies and persuasive expressions significantly contribute to the development of communicative competence, pragmatic awareness, and intercultural communication skills. Integrating polite and persuasive language into communicative and task-based activities enables learners to move beyond grammatical accuracy toward functional fluency and effective interaction. Students not only improved their linguistic skills but also developed emotional intelligence, confidence, and negotiation abilities. The study further highlights the importance of combining traditional language teaching with innovative digital tools and authentic communicative tasks. As global communication becomes increasingly important, polite and persuasive language remains a key component of successful academic, professional, and intercultural interaction.

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