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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**PRAGMATIC APPROACH TO THE REFLEXIVE
PRONOUNS IN ENGLISH**

Specialty: 5708.01– Germanic languages

Field of science: Philology

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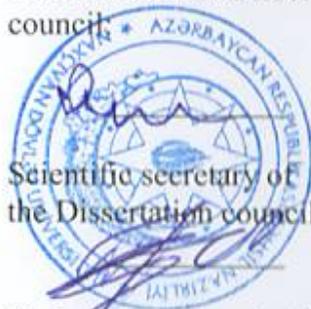
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INTRODUCTION

The actuality and the usage rate of the research work.

English has received the status of international language and has become a common means of communication between nations and states of the world. It is the official language of developed countries such as Australia, Great Britain, South Africa, New Zealand, Ireland, and Singapore, including the United States. Today, English is the mother tongue of 400 million and the second language of one billion four hundred million people. It is also one of the main official languages of most international organizations, including the United Nations. It has turned into the principal means of communication in all parts of the world, from Oceania to Europe and from Africa to America. English is used worldwide as a language of diplomacy, commerce, shipping, science and technology, and the media.

Such widespread use of the English language has made it the subject of research in many countries, and its various fields have been studied in detail, and this process is going on. In Azerbaijan, too, many research findings can be considered valuable resources by local experts.

The field we have chosen as the subject of our research is the reflexive pronouns of the English language. But we will also combine pragmatics, a new field of linguistics, to our area of study because, in any language, particular grammatical structures and, most importantly, meaning are meant to express our thoughts.

Understanding the differences between semantic and pragmatic meaning when learning English can be a valuable tool to improve our linguistic ability. Although both are related to the sense of words, their usage is very different.

Semantics expresses the meaning of words in a language and within a sentence. Semantics analyzes the interpretation of a sentence without considering the context. Pragmatics explores the same field, and the only difference is that it does it within a given context. In the meantime it connects the form of language and its referent with the situation in which that form is used.

Pronouns have a special place in the study of pragmatics because they have different shades of meaning depending on the context. There are eleven types of pronouns in English, and not all of them can be studied equally. To do this, we focus mainly on the reflexive pronouns, but also provide a general description of other pronouns.

Linguistic pragmatics is a very new field and has been little studied. The number of studies in this area is limited both in the world and in Azerbaijan. From this point of view, the theme is topical and new.

Object and subject of the research. The object of the dissertation is the reflexive pronouns of the English language. The reflexive pronouns are formed by the suffix, precisely by adding the morpheme -self, -selves to the end of the first and second person singular and plural pronouns, the third person singular and plural object pronouns, for example, myself, yourself, ourselves, yourselves, yourself, yourself, themselves, themselves. They are translated into Azerbaijani as follows: myself-özüm, yourself-özün, ourselves-özümüz, yourselves-özünüz, himself-özü (masculine), herself-özü(feminine), itself-özü (thing), themselves-özləri.

The subject of the research is the pragmatic analysis of pronouns. Pragmatics learns meaning that varies depending on the context.

The aim and the tasks of the research. Very little research has been done on how pragmatic factors affect the interpretation of reflexives when learning a second language. Therefore, the research topic aimed to study the effect of pragmatic factors such as context on the choice of antecedents for reflexive pronouns.

The following objectives have been determined to achieve the set goal:

- The emergence of philosophical pragmatics, the transition from philosophical pragmatics to linguistic pragmatics, and the study of both areas of research;
- Exploring the role of pronouns in pragmatics;

- Study of the theory of context and context models that form the basis of pragmatics;
- Study of various communicative situations and their importance in pragmatics;
- Investigation of the use of the reflexive pronouns in different social situations;
- Pragmatic analysis of the reflexive pronouns.

The scientific novelty of the research. The scientific novelty of the dissertation is to analyze the meaning of the reflexive pronouns from not semantic but a pragmatic point of view, to observe the role of context in meaning changes, to study the meaning changes systematically and practically within the change of context. In doing so, not P. Grice's conversational maxims but S. Levinson's theory of Neo-Grice principles is applied.

As pragmatics is a new field of linguistics, it has not been fully investigated, and in Azerbaijan the number of studies in this area is limited. And the pragmatic study of reflexive pronouns can be regarded as one of the first initiatives in Azerbaijan.

The arguments of the dissertation to be defended.

- Philosophical pragmatism is a school of thought that is beginning to realize that words are a means. The search for meaning and truth in this school of thought, and the discovery of the concepts of natural and unnatural meaning by the American philosopher Paul Grice, led it to a new direction called linguistic pragmatics. Linguistic pragmatics is not based on the direct meaning of words but on the meaning that people want to express indirectly. As a branch of linguistics, linguistic pragmatics has partly empirical dimensions.

- Semantics studies the systematic connection of the conditions of truth with sentences, depending on the lexical meanings of sentences and the form of combination. In contrast, pragmatics investigates how the psychological state of the speaker and listener and other contextual features affect semantic meaning.

- The use of pronouns within the text is considered a nominal concept in the social situation in which it is created. On the one hand,

they can express the same features as full lexical nominals. On the other hand, they do not have similar descriptive content. The interpretation of pronouns depends on the definition of nominal elements in the discourse.

- Context models explain how language users adapt their discourses to the current social and communicative situation and define the concept of relevance. Therefore, context models form the basis of the theory of pragmatics and can also be called pragmatic models.

- The reflexive pronouns should be grouped according to different places of use as follows:

 - Optional reflexives, Unexpected personal pronouns, Inherently reflexive verbs, Intensifiers, Reflexive pronouns used as an adverb, Untriggered self forms.

 - Categories of model schemes, such as Setting (space, time), Condition, Participant, and Movement, determine the mental substitute for a communicative situation or context structures.

 - The pragmatic theory of anaphora includes what the speaker and listener must do to use and interpret the anaphoric expressions of the reflexive and other pronouns, also strictly defines the role of practical information that people have against their language skills. The best tool for analyzing the reflexive anaphoras in English is the neo-Grice pragmatic theory.

The theoretical and practical significance of the research.

Pragmatics studies the ways people use and interpret a language in social situations. It does not pay attention to what people say but analyzes how an idea is expressed and how it is interpreted by others. Pragmatic analysis of pronouns means researching who or what is meant by their reference. The same pronoun used in different sentences can express different referents.

The choice of the reflexive pronouns for the research is due to the limited studies in this area. The reflexive pronouns have syntactic, semantic, and pragmatic features. They can also be managed with a minimum of co-indexed, modifier nominal phrases.

In synthetic languages such as English, it would be more appropriate to use the neo-Grice pragmatic theory to show how pronouns are divided. To do this, areas ,where problematic reflexives are used should be reconsidered with a pragmatic approach.

The practical significance of the research is that its results can be used as a resource in lessons and seminars related to pragmatics, context, and discourse. It can also guide further groundwork.

Research methods and sources. The methods below were applied in the research process: contextual analysis, discursive analysis, observation, and corpus data method.

In the corpus data method, some written or oral texts are taken and analyzed. The corpus data method, unlike others, is quantitative, and the reason for its selection is to study the intensity of the replacement of personal and reflexive pronouns with one another.

As a material, video clips of various contents in English were taken from the Internet, especially from YouTube, and the reflexive pronouns used daily basis in those materials were analyzed. Also, articles published on the Internet, English books including fiction were used. Jane Austen’s “*Sense and Sensibility*” (1811) and “*Pride and Prejudice*” (1813) are among the fiction books.

Approbation and the applying of the work. The title of the dissertation was registered at the meeting of the Scientific Council on World Languages on November 20, 2020 under the title “Pragmatics of reflexive pronouns in English” and approved by the Scientific Council of Nakhchivan State University on February 25, 2021.

The main provisions of the dissertation were presented at scientific conferences and published in journals issued in Azerbaijan and abroad. A total of 13 articles have been published on the dissertation, including two articles and one conference paper abroad.

The name of the organization where the dissertation has been accomplished. The dissertation was accomplished at the department of “Roman-Germanic languages” at Nakhchivan State University.

The volume of the structural sections of the dissertation separately and the general volume with the sign. The dissertation consists of an introduction, two chapters, a conclusion, a list of references, and abbreviations and symbols. The introduction part is seven pages, chapter 1 is 36 pages, chapter 2 is 73 pages, the conclusion is four pages, the bibliography is nine pages, and the list of abbreviations and symbols is a page. The total volume of the dissertation is 133 pages, 219 751 characters.

THE MAIN CONTENT OF THE WORK

The introductory part of the dissertation explains the actuality of the topic, object and subject, aims and tasks, the scientific novelty of the research, subject, provisions to be defended, theoretical and practical significance, methods and sources and provides information about the approbation, and structure of the work.

The first section which is called “**Transition from philosophical pragmatics to linguistic pragmatics**” of Chapter I entitled “**A brief description of linguistic pragmatics**” analyzes the emergence of pragmatics, its formation as a philosophical trend, and reasons for separation from philosophy as linguistic pragmatics. It also touches on how it interacts with certain sections of linguistics after being formed as linguistic pragmatics.

Pragmatism, a contribution of American ideology to philosophy, began to emerge in the early 20th century, then declined, and re-emerged at the end of the century. We can express the essence of the pragmatism that emerged as a philosophical current like this: *those beliefs, provisions, theories, and thoughts were considered correct and, as a result, should be the focus of attention if they are useful, beneficial, effective, and practical for people. If this is not the case, then that belief, provision, theory, thought should be discarded as wrong and thrown away.*

Pragmatism was later explained by C.S. Peirce in 1878 as follows: “*When we consider actions that are the basis of practice, we think with the impact of our understanding. Then our understanding of influence is the whole of our understanding of purpose*”¹.

P.Grice, on the other hand, contributed to linguistic pragmatics by distinguishing between two types of meaning: natural meaning and unnatural meaning. P.Grice suggested that pragmatics should study a more practical area of meaning, that is, the meaning that emerges during a conversation². P.Grice’s ideas and principles later became the cornerstones of pragmatics and formed the basis of it.

Pragmatism, which emerged as a philosophical movement in the 1970s, has become one of the fields of linguistics now, and it studies how people create and understand communicative/speech acts in a particular situation. The language aspects of pragmatics include:

Pronoun: the meaning indicating something.

Presupposition: the logical meaning of the sentence.

Executives: actions performed while speaking.

Meaning: the hidden or indirect meaning of an idea.

There are different sections of pragmatics depending on the approach to language use. **Linguistic-philosophical pragmatics** studies the meaning of a speaker’s speech based on the linguistic phenomena that occur during the use of language. **The socio-cultural interactional pragmatics** has included the social and cultural differences that arise during communication into its field of study. The connection between philosophical pragmatism and researches on communication between different cultures has facilitated the development of **intercultural pragmatism**. Its research interest includes languages used around the world and their functions and roles in the communication process.

¹ Peirce, C.S. What Is Pragmatism?// - Indiana: Indiana University Press, The Peirce Edition Project, ed. The Peirce Edition Project, - 1905/1998. Vol.2., - p. 345.

² Grice, H. P. Studies in the way of words/ H. P. Grice. - Cambridge: Harvard University Press, - 1990. – p. 406.

Intercultural pragmatics pays special attention to the characteristics of intercultural communication and seeks to combine these two traditional approaches to create a unified system of interpretation.

We will explain the role of pragmatics with an elementary example: “*The chicken sandwich at Table 7 wants his check*”. The idea expressed in the sentence is that “*The chicken sandwich wants to pay its check at Table 7*”. In other words, the chicken sandwich is shown as the performer, i.e. the referent. But pragmatically the idea behind this sentence is this: *the customer who ordered a chicken sandwich at Table 7 wants the bill*. Pragmatics shows that the referent in this sentence is not the chicken sandwich but the customer who ordered it. Here we come to the principle of “what is said” and “what is understood”. Although the speaker’s point of view is different, the listener understands what is being said. In the given context the intended idea is clear.

The second section, “**Pronouns as a Pragmatic Tool**” analyzes pronouns from a pragmatic point of view. It is familiar that the part of speech that expresses people, things, or their characteristics without naming them is called a pronoun. Pronouns are part of the main parts of speech and differ from other parts of speech in many respects. Pronouns also differ from each other both in meaning and syntactic function.

The context in which the pronoun is used creates their discourse functions. The most crucial functions of pronouns within a text are connection and conjunction. Therefore, pronouns generate different aspects of meaning within the text. Being related intermediary pronouns help to create shades of meaning in the text, as they are related to the defined word. Their existence within the text is considered as a nominal entity in the social situation in which the text is created. The interpretation of pronouns depends on the definition of nominal elements in the discourse.

Is this your house? (Bu sənin evindir?) If we ask this question to someone without an ambiguous context, it will be understood as follows: **this** (bu) which, is a pronoun, refers to an object, that is, a

house, and **your** (sə'nɪn) possessive pronoun refers to the listener. But pragmatics takes a different approach to this sentence. Pragmatically this sentence may not be just a question for information. The speaker may have asked this question ironically to humiliate the listener, or he may have expressed his admiration for the seductress of the house. Much depends on the power of the sentence. Pragmatics also pays attention to the pronunciation of pronouns used in the language. Pragmatics conveys the meaning of the sentence depending on the context, not the direct one. We mean if we accept the straight definition of the sentence above, it is a semantic approach but when it expresses a different opinion depending on the context it is a pragmatic approach.

According to E. Benveniste, the 1st and 2nd persons of personal pronouns vary more than the 3rd person depending on the context. These context-dependent pronouns were called “variables” by O. Jespersen³. E. Benveniste claimed that the first and second-person pronouns complied with the level of language called pragmatics⁴ because they differ not only in their linguistic features but also in the way the speaker uses them.

When the pronoun **You** (sən, siz) is explained, **You** (sən) - the second person singular is differentiated as “the person who speaks” and **You** (siz) – the second person plural as “the person that is addressed”. Therefore, they can be replaced by words such as *speaker* and *listener* in English. They depend on the explanation we intuitively understand, depending on the nature of the development of personal pronouns. In other words, “*A hungry speaker*” is the equivalent of “*The speaker is hungry*”. The idea expressed should not be understood simply as “*The person who is speaking is hungry*”. The correct version of this is “*The person who is uttering this very utterance is hungry*” that is, the person who expresses that utterance must be accepted as hungry. The plural forms of personal pronouns

³ Jespersen, Otto. *Essentials of English grammar*/ Otto Jespersen. - London: Allen & Unwin. New York: Academic Press, - 1975. – p. 387.

⁴ Benveniste, E. *Problems in General linguistics*/ E. Benveniste. - Miami: University of Miami Press, - 1971. – p. 267.

for the 1st and 2nd person can be used internally and specifically according to their structure. It means that, in contrast to special use, the person or persons to whom the pronoun **We** (biz) is addressed acts as a part of the reference point of the pronoun in internal use. In special use, the speaker and third person or persons are the intended references. However, in Indo-European languages, there is a single word form in these two uses. Thus, in the use of the pronoun **We** (biz) the plural form of the verb is not a set of clearly identifiable elements, and the singular form of the first person is preferable. According to E. Benveniste, this use of the plural pronoun does not mean the multiplication of the first person singular⁵. It is out of the category of person. It aims to expand the 1st person without borders. All this explains the use of the pronoun **We**, which is the plural form of the first person: a) more “important” person - higher rank b) or use of more common, softened expressions. Option B is mainly used by people who give public speeches or write.

The scope of pragmatics includes presupposition, conversation implicature, inference, speech acts, also deixis.

Deixis is used to show elements that are directly related to the situation. They also ensure the adaptation and coordination of parts of the text with one another. Deictic words refer to the points of reference identified by the speaker and the writer. The meaning of deictic words is formed according to the given situation. That is, in deictic expressions the reference is constantly changing, but the meaning remains relevant to the context. Unlike others, Levinson identified five types of deixis: person deixis, place deixis, time deixis, discourse deixis, and social deixis⁶. After analyzing both divisions, we consider it more logical to divide them into six types.

⁵ Benveniste, E. *Problems in General linguistics*/ E. Benveniste. - Miami: University of Miami Press, - 1971. – p. 267.

⁶ Levinson, S. *Pragmatics and the Grammar of Anaphora: a partial pragmatic reduction of binding and control phenomena*// - Cambridge: Cambridge University Press, *Journal of Linguistics*, - 1987. 23, - p. 434-450.

We can express our opinion about deixis more clearly with the following example:

“I see no reason for that. You and the girls may go or may send them by themselves. Perhaps that will be better because you are as pretty as any of them and Mr. Bingley might like you best”⁷

Reading the section above, it is not clear who is meant as a reference. There is no contextual information as to whom the personal deixis refers to. If we explain this part of the work, we will be able to analyze it better. *It is Mr. Bennett who utters it, and his addressee is his wife, Mrs. Bennett. Mrs. Bennett advises her husband to visit Mr. Bingley as soon as he arrives, as Mrs. Bennett wants one of her daughters to marry him. But Mr. Bennett disagrees.*

It is now clear that the pronoun **I** given above refers to Mr. Bennett. The pronoun **I** denotes the first person, the pronoun **You** belongs to the second person singular, and is the object form of the pronoun. The pronoun **You** refers to Ms. Bennett. The pronoun **Themselves** is the reflexive pronoun derived from the personal pronoun **them**, and its referent is girls.

Chapter II of the dissertation entitled “**Features of the contextual use of the reflexive pronouns**” consists of four sections. The first section is called “**Context model theory**”. The importance of context isn’t stressed enough but in fact, it is. The central questions about context are:

- Should context be an integral part of discourse theory?
- How should context and contextual impact be analyzed?

T.Dijk developed a socio-cognitive theory of context⁸. According to his findings, we make such a claim. We think the socio-cognitive approach is based on the following assumptions: There is no direct random connection between the social characteristics of the speakers and their way of speaking or writing. Of course, the speaker and the listener subjectively understand,

⁷Austin, J. “Pride And Prejudice”, Chapter 1, p.2

⁸ Dijk, T. A. Introduction: discourse analysis in (mass) communication research. Discourse and communication: new approaches to the analysis of mass media discourse and communication/ T. A. Dijk. - Berlin: [n.y.], - 1985. - p. 12

explain or represent the social characteristics of social situations. It also affects the ability to understand and respond to the conversation or text. In our view, in this way the socio-cognitive paradigm achieves two goals simultaneously: it allows you to use the right vocabulary in the right place in speaking, and it also helps you understand the difficulties we face when trying to talk about a context, without relying on social concepts that are active in a communicative situation. One of the important parts of the context is the current time, place, physical condition, environment. A certain context is created for communication through interpretation and concept. This is also evident in the difference between the meaning expressed by the speaker and the meaning of the sentence. This mental model is defined as the mental representation of any object in episodic memory. When people participate in any discourse, they create dynamic mental models that fit both the conversation and the social situation. Creating such models helps a person to understand what is happening, to follow the turn-taking of speaking and listening, or to perform any action. In practice, they create two types of mental models: semantic and pragmatic.

In this connection, some of T.Dijk's views need further explanation. For example, "contextuality". T.Dijk says it's about the knowledge you have. One thing may be appropriate to me, but not to another person⁹. This thesis spreads together with the "subjectivity of the context". According to some pragmatists, the context is not ready, it is the result of a personal, subjective understanding of the communicative situation, that is, the context is a personal concept. The word "concept" is also interesting and worth investigating. To us, T.Dijk's observations seem intuitive. There are many communicative situations in which relative and absolute elements are connected, subjective and objective features are mixed. Consider the oral exam. Let's suppose there are 15 students and two teachers in a class. They talk about different sections of a particular subject. These

⁹ Dijk, T. A. *Studies in the Pragmatics of Discourse/* Teun A. Dijk. - The Hague: Mouton Publishers. - 1981. - p. 331.

seventeen individuals have predicted behaviors under normal circumstances. Each student makes a brief presentation of their topic, teachers comment and ask questions, questions are answered, and students receive grades.

Context models are also a special type of experimental model. They represent communicative situations that are part of other everyday situations in which we participate. For example, conversations that occur at breakfast, in a meeting, at work, and so on. Because, unlike other elements of the situation, context models represent ongoing actions, they are therefore dynamic. They are constantly updated during the topic and conversation. Each of the different participants in a communicative event has its context model that interprets the situation. Discursive intercourse and communication can only occur when such models are partially shared, synchronized, and agreed upon. Indeed, participants create each other's models together and constantly update them. Speakers may have some of the context models of the opponents or vice versa. Such mutual information about each other's models is theoretically uncertain, but in practice, contextual coherence appears. Context models have the same schematic structure as other experimental models but are adapted to communicative situations with specific categories. So far, these categories have been partially studied in discourse analysis (for example, age, gender, ethnicity, class, role, power, goal, or belief, as well as time, place, and circumstances).

The second section, **“The use of the reflexive pronouns in different social situations”**, explains the different places of use of the reflexive pronouns. Even in the latest grammar books the reflexive pronouns are characterized by their morphological features and are defined as follows: *“The reflexive pronouns are variable forms of personal pronouns and are formed by adding the suffix – self to the end”*¹⁰. In English, the suffix **-self** manifests itself in two forms: a) the one which is added to the object form of the personal

¹⁰ Halliday, M. An Introduction to Functional Grammar / M. Halliday. - London: [n.y.] - 2004. – p. 707

pronouns (*himself, herself, itself, themselves*) and b) to the object form of the possessive pronouns (*myself, yourself, ourselves, yourselves*). In addition, it also has a common form **oneself**. According to the definition above, all of the following examples belong to the reflexive pronouns:

1. a) Ali was protecting himself.
b) Shehla imagines herself.
c) She poured herself another cup of tea.
2. a) The fact is that the writer herself did not admit the help of her assistants in the paper, that's why readers had no clue of the writer's separation from their data.
b) His goal wasn't an interview with the Prime Minister but the President himself.
c) A description is a heading that covers an illustration of the work itself and the critic's reply to it.

The reflexive pronouns given in the examples have the same characteristics as the form that defines it, that is, they vary according to quantity, person, and even gender. If we take a closer look at the examples in sentences 1 and 2, we can easily see that there are some differences. The forms of self-used in 1 are in the position of the object after the transitive verbs in both examples, but in the sentences given in 2, they have adapted to the nominal phrases. That is if we remove -self in these sentences, there will be no change in the grammar of the sentence. But in the examples of 1, you can't get them out. There are also differences in meaning. In the sentences given in 1, there are two participants in the situation, just the referent of the participants is the same, ie they express the same person.

3. a) The girl wept herself to sleep.
b) The gale rushed itself out.

The interesting thing here is that the subject of the verbless sentence is again used as the indirect object of the predicate sentence clause because this pronoun is limited to a syntactic homogeneous argument, that is, to the subject of the main sentence. This is the reflexive anaphora.

The reflexive pronouns can be grouped according to different places of use in the following:

a) The optional reflexives, b) The unexpected personal pronouns, c) The inherently reflexive verbs, d) The intensifiers, e) The reflexives used as an adverb, f) The untriggered self forms.

Optional reflexives: In English, in some cases, the reflexive pronouns are arbitrary, ie can be selected:

Ali noticed a scorpion near him/himself.

Unexpected personal pronouns: One of the subtleties of English is the following feature:

Fuad didn't take any money on him/himself.

Pronouns like the one in this sentence are related to the antecedent within the same sentence and therefore express a joint reference. The pronoun used in a given sentence cannot be replaced by another noun, nor can it be emphasized. In other words, Fuad cannot have his own money on someone else.

Inherently reflexive verbs: These types of lexemes are used as part of some verbs. For example, *to pride oneself*, *to absent oneself from*, *to avail oneself of something*, *to perjure oneself*.

Intensifiers: Used to enhance the emphatic effect.

As fresh breezes never reach the way through the walls, dust covered everywhere. Even the painter herself had grey powder on her.

Place of use as an adverb: They perform the function of an adverb in a sentence.

How about her bag, can she carry that? Yes, she said, she always carried herself.

Untriggered self forms: They do not have the same referent as NPs they use together, but it is not wrong for them to be used by the speaker. For example,

Some of the students and myself wrote an official letter to the rector of the university.

The third section of Chapter II, “**Different communicative situations,**” provides information on communicative situations. A communicative situation is a dialogue in which people engage within

a specific time, place, and activity. For effective and clear communication, the situation must first be properly assessed. There are five main components of a communicative situation: the sender of thought, idea, means, the receiver of thought, context. Context refers to the situation in which the opinions of the people involved in the communication process are expressed.

There are different forms of communication. Interpersonal communication is mainly between two people, group communication is between certain groups, intra-organizational communication is used by organizations, mass communication is in the form of ideas conveyed to large masses of people, intercultural communication is between people from different cultures, gender communication occurs between people of the same sex. Two more are added: health communication and computer communication. There is no sharp barrier between the above-mentioned communicative situations, one can easily be converted to another, or several can be used simultaneously.

There are different types of context: historical, psychological, cultural, social, physical. All discourses take place within a certain situation, and each model of discourse is based on specific participants and their purpose, information database. It should be noted that so far the context has not been the main topic of theoretical research and has been considered within various structures. But text and discourse studies have always been accepted as the main topic and investigated with the context but in recent researches, the anatomy of the context has become a major topic of investigation. The context, its origin, and composition are analyzed in terms of social and cognitive psychology, linguistics and socio-linguistics, and other theoretical areas. The importance of this theory is that it reflects elements that are systematically relevant to speech and text. What is interpreted as a background in conversation is the context itself. Our thesis on it is: *“It is not the social situation that affects the discourse, but how participants define such a situation.”* Here we describe the context not as an objective condition, but as a subjective structure formed and updated in interaction.

As a concept, we come across context in many areas, but with different meanings and approaches. Contextualism is a contextless, abstract, constructive, formalist theory outside of pragmatism but it shows that the event must be studied concerning the situation or environment.

One of the features listed for the context is that it is the product of a continuing subjective thought, in contrast to the given situations, the objective facts of the world. Here a term called “context model” emerges, and this term is defined as a special mental model.

In this theory, discourse is said to be governed by context models. It arises as a means between executive impact, cause, and effect, or determination. T.Dijk explains: “*A governs B when it is the necessary condition of B*”¹¹. This idea also shows that discourse cannot occur without the information shared by the interlocutors. Knowledge is a necessary component in the process of creating and understanding cognitive discourse. It is already accepted that governing power can be weakened depending on the type of context structure. This principle is mostly observed in predictable situations. For example, in pronunciation, vocabulary, syntax, and even in the subject and context. But this phenomenon takes place mainly in a formal discourse. Here it is possible to choose between different options. As a result, the existence of options and the choice between them facilitates the comprehension of the contextual elements. At the same time, many social and cultural elements can include the context.

The analysis of a communicative event begins with a description of the predictable components. The components are:

1. Type or genre of the event (for example, joke, story, lecture, greeting, conversation);
2. Subject;

¹¹ Dijk, T. A. *Studies in the Pragmatics of Discourse/* Teun A. Dijk. - The Hague: Mouton Publishers. - 1981. – p. 331.

3. Purpose or function (based on the mutual communication goals of both general and individual participants in the event);
4. Setting, including space, time of day, the season of the year, and physical aspects of the situation (e.g. room size, furniture placement, etc.)
5. The main situation of the occasion (for example, serious, sarcastic, joking);
6. Participants, including their age, sex, ethnicity, social status, or other relevant categories, and their relationship to each other;
7. Message form (language and transmission channels)
8. Content or references of the message (what is being talked about);
9. Sequence of actions or sequence of communicative/ speech acts, including turn-taking and overlapping events;
10. Norms of mutual communication;
11. Conversation norms, including general knowledge, relevant cultural level, or similarity of general opinion;

The fourth section, “**Pragmatic analysis of the reflexive pronouns**”, provides a detailed pragmatic analysis of the reflexive pronouns. In English grammar, anaphora refers to the use of a pronoun or other language unit to cite again to another word or phrase. The linguistic element or elements referred to by an anaphora are called “antecedents”. There are different types of anaphora and it is a very broad topic, so here we will analyze only reflexive anaphora.

Based on the anaphora and their theoretical features, it is widely accepted that the reflexives express the following features:

- a) Reflexive pronoun can be governed with a minimum co-indexed, assigned NP.
- b) Reflexives have the same distribution as other pronouns.
- c) Reflexives are not allowed to be associated with discourse.
- d) Reflexives cannot take separate antecedents.

The pragmatic theory of anaphora encompasses what the speaker and listener must do to use and interpret the anaphoric

expressions of the reflexive and other pronouns. It seriously defines the role of practical information that people have against their language skills. As language users, we can distinguish between what is said and what is meant. If a man asks a woman, “*Let’s go to a cafe?*” and the woman says, “*I have a lot of work to do, I can’t*” then the man can understand what is meant here. What we understand from this reply is that the woman does not want to go to the cafe with him. The information conveyed in this way is called “*conversation implicatures*”. In the theory of conversation implicatures, P.Grice shows that there is a basic principle that both the speaker and the listener need to know in conversation. He called it the “principle of cooperation” and divided into four sub-principles. According to the principle of cooperation and its 4 rules, during the conversation, the speaker must provide enough information so that the process of communication between the speaker and the listener takes place in a sincere, efficient, relevant, and cooperative manner. But we think that the analysis of the reflexives with Neo-Grice’s theory created by S.Levinson is more appropriate. S.Levinson’s principles are called Q-quality, I - Informativeness, and M- Manner¹². Principle Q requires the speaker to state an utterance as strongly as possible in terms of the information because the listener must think that the speaker has done it. This principle explains anaphora interpretations more clearly when it is a reflexive that is used instead of a semantically weak pronoun. Thus, the use of a semantically weak pronoun when a stronger semantic reflexive is needed will lead to different references by the Q principle. On the other hand, Principle I shows that if it were possible to use a form with maximum information value with minimal effort, everyone would use it.

Let’s look through the following examples:

a) Jalil said to Maryam that there was a picture of himself/him in the cafe.

¹² Levinson, S. Presumptive Meanings/ S. Levinson. - Cambridge: MIT Press, - 2000. – p. 504.

b) Jalil heard from Bilal that pictures of himself/him would be on sale.

c) The picture of herself/her on the front page of the newspaper confirmed the claims Mary had been making over the years. (Pollard and Sag, 1992, p.264)

d) Those pictures of himself/him taught Hasan an important lesson.

The continuity of S. Levinson's theory is based on the following assumptions. First, according to Principle I when referring to the joint reference another pronoun will be used instead of a reflexive. Second, when two different types of NPs appear in a particular context, they should be placed in a complementary manner according to the Q and M principles. In contrast to the terms of the Neo-Grice rules, the pronouns and reflexives in the sentences can change freely. In other words, the use of a pronoun in a place where a reflexive can be used does not mean to emphasize a non-essential idea. We must pay attention to the difference between pragmatic analysis and syntactic interpretation here. It means while the last sentence indicates the emergence of a pronoun that can be replaced by a reflexive, it is emphasized that such a complement cannot be used in the previous one. According to the results of Q and M separating the reference is a constant implicature. Therefore, if we can show that there are several reasons for the misunderstanding of the implicature made in these cases, it will no longer be a problem if the reflexives appear in this way. The problem here is that in some sentences in English, the contradiction between personal pronouns and reflexives is disappearing.

In the **Conclusion** of the dissertation, the results and findings obtained in the research process are summarized as follows:

1. In philosophy, pragmatism is a school of thought that begins to realize that words are a means. According to pragmatism, words do not have a specific meaning from the moment they are created - on the contrary, they acquire new meanings by being used again.

2. Semantics studies the systematic coordination of truth conditions with sentences depending on the lexical meanings of the sentences and the form of the combination. In contrast, pragmatics studies how the psychological states and other contextual characteristics of the speaker and listener affect semantic meaning.

3. Every communicative situation has five main components that make it effective and efficient:

- Sender – Message creator.
- Message – Subject and its purpose.
- Means – The way the message is delivered.
- Recipient – the person or persons to whom the message

was sent.

- Context – Place and time of sending the message.

Context refers to the situation in which the opinions of the people involved in the communication process are expressed. According to our conclusion, it is not the social situation that affects the discourse, but the way the participants define such a situation. Here we describe the context not as an objective condition, but as a subjective structure formed and updates in interaction.

4. The Context Model is constantly evolving and adapting to changing circumstances. Context models form the basis of pragmatic theory. Therefore, we can call them pragmatic models. The Context Model controls the selection of speech acts, genres, general themes, semantic strategies, as well as syntactic, lexical, phonetic, or other sentiotic expressions. That is, context theory provides a general basis for pragmatics defined as the use of language and its relationship to the social environment.

5. In general linguistics, sometimes the reflexive pronouns, called reflexive, are anaphoric pronouns associated with another nominal within the same sentence. But the non-reflexive use of the reflexive pronouns is also very common in English. Both reflexive and other pronouns can belong to the same individual. Where reflexives can be replaced by personal pronouns in the same context, it is possible to create some subtle shades of meaning differences using both a reflexive and a personal pronoun. The use of a reflexive

here may require taking the previous point of view of the speaker's antecedent as a basis, but the non-reflexive pronoun expresses a normal, objective opinion.

The main content and scientific provisions of the research have been reflected in the following works of the author:

1. What is linguistic-philosophical pragmatics? // - Nakhchivan: "Scientific Works" journal of Nakhchivan University, - 2017. №2 (5), - p. 132-138.
2. Pragmatics and its impact on foreign language teaching // - Nakhchivan: "Scientific Works" journal of Nakhchivan University, - 2017. №4 (7), - p. 112-117.
3. Pragmatic approach to pronouns // - Nakhchivan: "Scientific Works" journal of Nakhchivan State University, Series of humanities, - 2017. №5(86), - p. 223-229.
4. Context, context formation, context-dependence issues in Germanic languages and their role in pragmatics // - Baku: Journal "Philological issues, Linguistics series, - 2018. №2, - p. 163-169.
5. СМЫСЛ ИЗМЕНЕНИЙ В КОНТЕКСТЕ И ИХ ПРАГМАТИЧЕСКОГО АНАЛИЗА // - Pavlador: Pavlador State University ПМУ хабаршысы, Philology series, - 2018. № 4, - p. 65-73.
6. Word, meaning and context // - Buxara: Ilmiy axboroti journal of Bukhara State University, - 2019. № 1(73), - p. 132-135.
7. The role of context in the pragmatic analysis of pronouns // II Republican scientific-practical conference of young researchers, - Baku: Azerbaijan University, - March 15, - 2019, - p. 178-180.
8. Distinctive properties between semantics and pragmatics // III International Symposium for Young Scholars in the Humanities, - Tbilisi: Tbilisi State University, - November 27-30, - 2019, - p. 100-101.

9. Pragmatic analysis of deixis // - Nakhchivan: “Scientific Works” journal of Nakhchivan State University, Humanities series, - 2019. № 1(98), - p. 117-120.
10. Pragmatic analysis of reflexive pronouns in English // International Conference on the Philosophy of Language, Literature and Linguistics (ICPL2020), - Baku: Khazar University, - September 12 , - 2020, - p. 33.
11. A pragmatic approach to the analysis of communicative situations // - Nakhchivan: “Scientific Works” journal of Nakhchivan University – 2020. №1(16), - p. 82-88.
12. From The Pragmatic Standpoint Context and Discourse // IV Scientific International Conference of Young Researchers, dedicated to the 97th anniversary of national leader Heydar Aliyev, Section 4, - Baku: Baku Engineering University, - June 5, - 2020,- p. 199-202.
13. Pragmatic analysis of reflexives in English // “Nakhchivan - a place where cultures meet” international scientific conference, - Nakhchivan: Nakhchivan University, - October 22-23, - 2020, - p. 344-348.

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