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### **ABSTRACT**

In the educational process, the effects of the communication function on the change of meaning of the ideas expressed in teaching are important in today's teaching and learning. Considering that sometimes misunderstandings arise between the parties involved in the learning process (teacher and student, teacher and learner). The study focuses on the phenomenon of the "language game", which is one of the topical paradigms of recent times. The famous philosopher L.Wittgenstein was the author of this term, which is included in the science of linguistics. Of course, similar terms can be found in the works of other famous philosophers, linguists, psychologists. But with the appearance of the term "language game", L.Wittgenstein seems to have restored the bridge between language and philosophy, which existed for a long time, but which remained due to some problems since centuries. Since pragmatics, which is one of the aspects of the sign system, examines the points related to the activity of the language, the "language game" is also considered one of the main points in the center of its research. Although "language games" by their general appearance and even their origin resemble the structural form of ordinary speech acts, they are completely distinguished from them in terms of a number of features. The main characteristic of "language games" is the disruption they cause in linguistic norms. Deliberately, purposefully violated rules have a special effect on the semantic load of each expression in the encoding-decoding process. As a result, the illocutionary force of the locative act formed in the form of a "language game" differs from the illocutionary force of ordinary speech acts. An element of illocutionary force that is normally present acquires a dual character. The illocutionary act, which has a double power, makes the communication process very interesting on the one hand, and complicated on the other hand, compared to ordinary speech acts.

**Keywords:** Educational Teaching method, speech acts, communicative function, training conditions

### **INTRODUCTION**

Communication is both the process of creating mutual relations and the transmission of information. The main role here is played by the system of signs. Looking at the society that surrounds us, it is possible to come across an infinite multitude of signs. This system of signs, which has become an integral part of our life, is considered almost one of the main managers of the world of people and living beings. Footsteps in the university corridor, the whistle of the ship, the neighing of the horses in the barn, the sound of music from the meeting, the direction of the anthill, any human movement, etc. The list here can be increased indefinitely. While everyone gives meaning to such signs according to their profession, on the one hand, they make their lives easier, on the other hand, they get involved in this complex atmosphere. All these are considered to be the object of semiotics, but also the material or means for information exchange. We would like to provide information about the problems between student teacher, teacher and learner during the teaching process. Of course, this is also of great importance for today's teaching. Because the communication between the teacher and the learner is one of the most important issues in education. The method is the shortest and most orderly way followed to bring the student (the learner) to the goals based on the teaching strategy. Teaching methods and techniques are the cornerstones of teaching strategies. Some experts claim that a teaching method is a "teaching technique", while others understand a technique as a way of doing some small things within a larger method. That is, different techniques can be used within one method. A teacher who uses a single method or technique in all lessons may not be very successful, even if he has a general plan and strategy. If things are not going as planned, he must be able to immediately review the plan and make the necessary adjustments - method or technique changes - to achieve the goal (Ergun, 1997).

### **Method selection**

Method selection is the ability of the teacher to choose the most suitable method for the effective organization of the lesson. Let's pay attention to the factors influencing the choice of method:

#### ***The purpose of the lesson***

The purpose of the lesson is the most important factor influencing the choice of method. In the teaching process, the cognitive, emotional, and psychomotor goals to be achieved by the student should be determined first, and then appropriate methods and techniques should be selected to ensure the achievement of these goals.

#### ***Structure of the topic***

Depending on whether the content of the lesson is oral, digital, psychomotor, the choice of method also changes. For example, the method of oral interpretation in the history lesson, role-playing in psychomotor goals, etc.

#### ***Matching student characteristics***

Matching student characteristics. students' interests, needs, level of preparation is an important factor in determining the method to be chosen by the teacher. For example, while discussion is an appropriate method for university students, it is not appropriate to apply it to students in high school.

#### ***Physical means***

The size of the class, the number of students, the material and technical base of the school affect the choice of method.

#### ***The teacher's inclination towards the method***

Sufficient professional knowledge of the teacher, mastery of the subject will allow him to choose the most appropriate method. The teacher finds it difficult to use a method or technique that he is not used to. For example, a teacher with a quiet nature, who does not like to talk a lot, is not inclined to use methods such as debate, discussion, aquarium (Al-Rawi, 2013).

Applying the concepts discussed in accordance with their essence makes the work of the teacher much easier in the direction of improving the student's abilities and organizing the learning environment. If there is a problem in the mentioned areas, it will be useful to revise the planning of the lesson with reference to the factors discussed in the article.

The conditions of being ready for teaching-learning activity are also known. First of all, it includes the teacher's theory, that is, the preparation of the specialty. The teacher teaches the subject, let's say chemistry, biology, history, literature, informatics, etc. must know perfectly. Another important condition is the methodology - teaching methods and techniques, means, styles, pedagogical tact and approaches, etc. should be thoroughly mastered. Both of these conditions are equally important. A teacher who knows the science and does not have a methodology tires the student and makes him tired without learning. A teacher who has a method but does not have a science gets students used to meaningless rhetoric and slows down the fact-based development of thinking. A teacher who fulfills both conditions not only inculcates knowledge, skills and habits, but also teaches ways of learning, that is, directs the student's independent learning path. However, in addition to these, there are also conditions that affect the effectiveness of training. This includes teaching duty - passion and sense of teaching, which cannot be found in everyone. Of course, it is not permissible to demand the last conditions we mentioned from everyone. But everyone who starts teaching should try to self-develop in these areas and improve their abilities and skills (Veysova, 2007).

In addition to these, there are other conditions that ensure effectiveness in teaching and learning, which I would like to remind you of: motivation, the teacher's approach to students as individuals and respectful attitude, stimulation, the teacher's speech culture and the beauty of behavior, the students' desire to learn, even if they acquire qualifications. , students' pleasant attitude towards the teacher, etc.

If the teacher is not welcomed by his students, then the psychological security of the educational activity is reduced. For a successful teaching-learning activity, every teacher should not make mistakes in ethical and tactical approaches in the relationship with students and teachers. Everyone must follow the uniform discipline regime of the higher school. There should be a healthy moral environment in the higher school. Students' activity, knowledge and skills, level of acquisition of values should be evaluated objectively and fairly. Students' social, artistic-aesthetic, cognitive, etc. every teacher should be interested in the development of their abilities, social and cultural events should be held.

Protecting students' health and preventing them from physical and cognitive fatigue are also important conditions. Modern ecological erosions - poor quality of water, air, food, social problems hinder the health and strength of young people. Every teacher should not tire or annoy young people either in the training process or in other relationships. It should be emphasized that the modern teaching-learning load should be in the direction of effective, quick-to-understand, and more practical work.

Linguistic signs, which are an integral part of the sign system, are important elements of information exchange and have their own unique functionality. Depending on its simple and complex form, each linguistic sign performs interestingly in the encoding-decoding process. All three aspects of semiotics given by C.Morris (syntax, semantics, pragmatics) ensure the position of linguistic signs in the communication process. Syntax is responsible for the chain arrangement of linguistic signs along a straight line, semantics is responsible for the

relationship between linguistic signs and their meanings, and pragmatics is for the relationship between linguistic signs and those who use them. Different from other aspects, pragmatics is based on the working principle of language. It arranges all its obligations on the basis of linguistic activity alone. In the encounter between language and action, language acts as an integral part of behavior with its active activity. Here, linguistic signs mean all speech acts from simple to complex, and those who use linguistic signs mean the roles of addresser and addressee. In the addressant-codes-addressee triad, the process of coding-decoding of the communication process is displayed in a different style, depending on the types of speech acts. Indirect speech acts, distinguished by their complex nature, constitute the most difficult and dark side of this process, which can be cited as an example of "language games".

"It is clear that the imagined world, however different from the real world, must have a form that is somehow connected with reality." (Wittgenstein, 1922)

Austrian philosopher L. Wittgenstein was the first to observe that special roles are performed through speech acts in the communication process. He is one of the well-known philosophers who lived in the 20th century and made great achievements in the field of logic and philosophy of language. The focal point of L. Wittgenstein's philosophy is the mutual relations between language and thought, thought and reality, language and its boundaries. Like all his hypotheses given in his *Logical-Philosophical Treatise*, the statement given above has a great meaning from the linguistic-philosophical point of view. In the work, the philosopher proposed a number of interesting ideas about similar language and the world. One of the main issues that make him think based on the "language-logic-reality" model is the correspondence between language and its boundaries. Every language has its own rules. Without exception, all types of communication arise due to the regulation of language signs according to special rules (regulations at the minimum and maximum level). Here, let's recall J. Searle's interesting approach about the existence of rules and their position in behavior: "...I do not claim that rules play no role in our behavior. On the contrary, the rules of the language or the rules of the game play a decisive role in behavior. However, it is difficult to determine which behavior occurs according to the rules and which does not" (Searle, 1984). Indeed, rules, especially linguistic rules, must be evaluated as one of the existing conditions. The accepted rules of the language are noticeable in every case as the neatness of the language. But sometimes, in different times and in different situations, it seems insufficient to fully adapt to the grammatical rules in order to turn the thought codes into a meaningful sentence. In such cases, it is possible to get better results by moving away from linguistic norms.

Looking at the history of linguistics, it is possible to find many years of interesting studies and conclusions of expressions created within the framework of norms. Here, the linguistic norm has been investigated within certain frameworks in most of the communication processes. Every action created on the basis of the rules and laws of language in our daily life is a prime example of this. But the existence of linguistic norms may not be taken as an absolute condition for the thought to turn into a meaningful sentence. Sometimes interesting expressions appear with a deliberate, purposeful violation of linguistic norms. Also, the functionality of such expressions is superior to other expressions. Linguistic signs that do not comply with linguistic norms and expand the possibilities of language appear as "language games". Thanks to these kinds of acts, it is as if language can transcend its boundaries. L. Wittgenstein was the first to include the term "language game" in scientific research, thereby trying to determine the boundaries of human thought with his logical-philosophical concept. "The process of naming things and repeating spoken words can be called language games" (Wittgenstein, 1953). The existence of "language games" is closely related to the principle of language functioning. The purpose and intention that transform sentences into acts of speech are more evident in the formation of "language games". As Huizinga puts it in his work *"Homo ludens"*, "game is in any case purposeful, no matter from what angle it is viewed" (Huizinga, 1949).

The purposefulness inherent in games is also clearly manifested in the emergence of "language games". They are created due to a special intention and purpose and perform certain functions specific to the language within the framework of their intra-linguistic activity. Through this purpose, the sentences that existed before the history of the development of pragmatics were forced to give way to colloquial acts, including "language games", distinguished from other acts by their uniqueness. Due to the purpose and intention of the addressee, "language games" also created conditions for the opening of new directions in the investigation of the system of signs by performing special acts. Thus, these points, which exceed the scope of interest of syntax and semantics, became one of the focal points of pragmatics. Thus, pragmatics, which differed from other aspects of linguistic signs, had to completely separate from the semantics aspect even within the framework of these studies. Thanks to the transition from the theory of linguocentrism to the theory of anthropocentrism, mobility inherent in "language games", as well as fields belonging to a number of pragmatics, was brought to the fore. From the point of view of anthropocentrism, the main object for pragmatics is the living human factor, which is studied in parallel with the principle of linguistic activity, which is an integral part of behavior. "Pragmatics studies language as a social, commercial form, as a set of rules for interaction between communication partners in a specific situation and the use of appropriate language. The opening of the phenomenon of mobility in modern times goes in two directions: philosophical-methodological and psychology, sociology, linguistics. The formal

structure of types of mobility is developed in the philosophical-methodological discipline. In the other direction, a certain type of mobility is considered. In accordance with the philosophical concept, the role of the concept of mobility is not always the same. Its role is either a peripheral category or a universal explanatory principle” (Postovalova, 1982).

Thus, the term “language game” began to play a leading position in the field of pragmatics in terms of its dynamics. “The creation of suitable “language games” is made possible by the correct adaptation of language motility and cognition” (Hajiyeva, 2021). The main unit of pragmatics on the known, which is connected with the movement and activity of the language, are the acts of speech. There are a number of pragmatic features that turn ordinary sentences into speech acts, the most important of which are the goals and intentions of the addressee and illocutionary acts adapted to them. “The theory of the speech act studies not individual words, sentences, but the structure used for a certain speech activity (locutionary act), the communicative task of the speaker (illocutive act) and the direction aimed at reaching a certain result (perlocutionary act)” (Hajiyeva, 2021). Taking a general look at the structural division of ordinary speech acts, in the ranking of locutive and perlocutive acts, the illocutive act is ahead of others with a special leading position.

Considering that the purpose and intention of the addressee are concentrated on a special illocutionary force, “language games” should also be noted as a special kind of speech acts. They are also considered as the main units of pragmatics, like other speech acts. But there are also a number of interesting points that distinguish “language games” from ordinary speech acts. For example, while ordinary acts of speech try to necessarily reflect the rules of language, “language games” seem to manifest themselves in this process in the form of a disdain for the flow. In this regard, “deliberately violated norms” are one of the main characteristic features inherent in “language games”. Examples of these are irony, puns, jokes, etc. Acts created in this way can be shown as an example. For example, speech acts given as irony are often found in our daily life. “Ironic indirect expressions mainly have two illocutionary powers. By performing a “game” with his act, the speaker makes the listener think. The fact that the language game presented here has a dual illocutionary force distinguishes it from other “language games” (Hajiyeva, 2021). While normally every ordinary speech act has an illocutive power, this dual power character present in “language games” also complicates the semantic load of information. These dual-illocutive power-laden game-like acts go beyond the boundaries of language norms and sometimes remind of incorrect idioms or incorrect expressions at first impression. According to S.Freud's notes about wrong idioms, “... in some cases, false sayings have a meaning. This means that wrong idioms can be considered as a whole mental act with a purpose, a certain form of expression and a meaning” (Freud, 2007). Freud calls ambiguous false statements a clash of two different intentions. In the first collision, the intention mixes with the other as a whole, that is, it substitutes, and at this time expressions with opposite meanings appear. In the second case, the intention is distorted and combinations are created (Freud, 2007).

In addition, the codes transmitted in ordinary speech acts are formed in the form of explicit or implicit meanings and are decoded based on the listener's pragmatic criteria. The goal and intention of the addressee who creates “language games” is not codified as in ordinary speech acts. If we explain as W.Heisenberg noted, “at this time, the player's task is to veil the truth and hide it” (Heisenberg, 1989).

By the end of the 20th century, L.Wittgenstein, who re-examined the ideas he put forward in the early years of his creativity, brought together his old and new ideas with the work “Philosophical Studies” and tried to further improve his ideas about the “language game”. “We cannot see the amazing variety of everyday language games because the imagery of our language makes them look alike (Wittgenstein, 1953). This time, he more seriously covered the moments related to the meaning and concept of the word, expression, slightly exceeding his positions in the past. As he gives in his notes, “the words of the language reflect the subject of the sentence as their named connection... every word has some meaning. This meaning harmonizes with the given word, and the one that has adapted to the given word is the object”. That is, using a word, knowing and applying its use can actually gain the necessary meaning and sense within the context. In the book “Philosophical Studies” the philosopher tries to explain it more precisely with the famous “Beetle in a Box” analogy. Let's think of a group of people and suppose that each of them has a box in their hand, and that the object inside the box is called an “insect”. (What we call insects can be what we imagine, but it can also be completely different). No one can look inside someone else's box, and everyone is required to describe what is inside their box. Since no one knows what is inside other boxes except their own, the word “insect” has no other meaning than “the thing in the box”. With this, L.Wittgenstein, based on the thought “The meaning of a word is how it is used”, he argues that the question “What is a word in reality?” is similar to the question “What is a piece in chess?” and likens language to a game. In fact, when we pay attention to this analogy, we see that L.Wittgenstein likens the box to ideas and thoughts, and the insect to what is inside our brain. From this position, L.Wittgenstein defends the idea that there is no common language for humans and that words acquire meaning depending on their use.

“Describe the aroma of coffee! Why can't this be done? Are words not enough? Why are they in the minority? But how can one come to the conclusion that such a description is even possible? Have you ever experienced a moment when such an image is impossible? Have you ever tried to describe the aroma of coffee and just couldn't?” (Wittgenstein, 1953).

Indeed, when we analyze the ideas of the philosopher, the idea is formed that, when approached philosophically, the meaning does not exist by itself. Rather than meaning, the communicative functions of the language should be taken as a basis, and the addressee's use should be brought to the fore. Because it is not the meaning, but the processing that matters first. It is as if thanks to the communicative functions, the word finally acquires some meaning. In order to clarify L. Wittgenstein's ideas about meaning, let us consider J. Lyons' distinction between descriptive and non-descriptive meanings: "Language can be used for descriptive judgments. Such judgments mean that the propositions they express are true and false... Non-descriptive meanings are more varied and, according to a number of philosophers and linguists, less fundamental." (Lyons, 1995). J. Lyons has named non-descriptive meanings as the expressive component, that is, the affective meaning that expresses the speaker's attitude, the term emotive meaning. "Expressive meaning is a kind of meaning, with the help of which the speaker expresses his thoughts, attitudes and feelings, and not a description, which is considered to belong to the field of stylistics and pragmatics" (Lyons, 1995). At this point, in addition to the descriptive character of language, another functionality emerges, which is explained on the basis of the term "language game". In fact, the term "game" used here brings out some important features of language in a playful way. Thanks to its unusual performance, the addressee's attention is easily directed in the right direction compared to other acts. What is important is to understand the functionality and operation of the language based on its practical use. The philosopher considers the correct handling of the functionality and functioning of the language to be an important skill and describes it as a "language game". L. Wittgenstein, who tries to correctly convey the cases of playful use of language functionality to his audience, revives interesting examples in his "Logical-philosophical treatise" by changing the place of correspondences in some elementary language functions. In this strange way, simple language elements take on the character of a complex game, and as a result, the possibilities of the language expand even further. For example, "In ordinary spoken language, it is common to use the same word for different characters in different ways, or to pronounce two words that appear differently in a sentence in the same way in a sentence". The word "ist" (is) appears as a link as an expression of existence and the same sign; "to exist" as the intransitive verb "to go"; "identical" as a word that means sign; we are talking about something, but also something that happened. (In the sentence "Green is green" - The first word is a personal name, and the last word is a sign - these words not only have different meanings, but also different symbols)" (Wittgenstein, 1922).

In fact, language necessarily performs a number of known functions, and ultimately a process of mutual exchange takes place. Due to the multitude of these functions, the language performs the tasks in front of it. Based on the use of language signs in a complex form (within the framework of strict language rules), simple language functions are created. What is interesting is that based on the simpler use of linguistic signs, "language games" are created, and finally, the existing functions of the language become more complex. There is a certain inverse correlation between the use of linguistic signs and the resulting language functions: easier use and, as a result, more expanded possibilities. Complex language rules induce simple language functions, and simple linguistic rules induce complex linguistic functions. And the final result created by complex linguistic functions opens the way to a wide range of language possibilities.

Such an excellent performance "language game", unlike other language elements, has a constantly non-static and dynamic character. It is possible to apply this, of course, to all games whose name is on top. What they have in common that unites all the games that we bring to our imagination and that we cannot bring is their dynamic nature. Their dynamic existence, on the other hand, constantly exists within the scope of activity in accordance with the wishes of the addressee. Here the addressee is completely free to give each language sign the desired color, to put them in different contexts and situations. Here it is as if the addressee plays with linguistic signs as he wants, while coding what he thinks, leading the process to a more interesting coding. Indeed, it looks like an interesting game of addressee with elements of language. In fact, although the emergence of "language games" is carried out in violation of linguistic norms, like all games, it has its own special set of rules. According to the philosopher who characterizes "language games" as a form of life, the concept of "language games" is explained by the analogy between people's behavior and games. Both involve a predetermined set of rules. These rules define the possible combinations of "moves" or actions. After all, there is no game without rules, and changing the rules unexpectedly can break the game. In addition, the rules provide logic games and variety. An action system that follows strict rules is not a game" (Wittgenstein, 1953).

"Language games", which show a complex character with simplified linguistic forms, actually play the role of the most convenient key in the decoding process. "Language games" depicted on the basis of different life experiences show an interesting performance in the communication process and ultimately simplify the communication language. According to the examples in the works of L. Wittgenstein, almost all "language games" are artificially created based on cognitive experience. That is, it is difficult to find suitable moments for them in real life. In general, their main purpose is to identify the implicit codes that exist in ordinary language. The origin of "language games" from life experience directs these linguistic units from the field of semiotics to cognitive. Unlike other directions, in cognitivism, a person is considered as an information processing system, and human behavior is considered as a description and explanation of the internal state of a person. In view of

these, “language games” are also related to human knowledge, or rather, according to the field of cognitivism, cognitive knowledge, cognition, mental knowledge, intellectual knowledge. Like other linguistic units, the production and reception of “language games” is carried out through schemes, programs, plans, strategies in accordance with the thinking activity. In carrying out such an analysis process, the main operational units of memory are brought to the fore: frames (stereotype situation), concepts (sum of all meanings from words), gestalts (fragments of the world), etc. Although it differs from other language signs in certain features, the process of formation of “language games” from a cognitive point of view is reminiscent of the process of formation of language signs in a certain sense. “From a cognitive point of view, “language games” are studied as declarative and procedural knowledge, as static, dynamic frames, scripts.” (Richard, 1998).

These linguistic signs, which are able to complicate all the functions of the language, increase the degree of influence of the expressive function. It is also possible to clearly observe their cognitive character in the process of considering the addressee mentality. The addressee, who tries to convey his thoughts to the other party through “language games”, imagines the listener's orientation, especially the listener's mentality, and finally uses the corresponding codes. Therefore, the life experience present both in the speaker's cognitive base and in the listener's cognitive base are important factors that shape “language games”.

The cognitive study of “language games”, which are the basis of the communication process, is closely related to the purely “cognitive metaphor”, frame analysis and decoding process. According to D.Lakoff and M.Johnson, metaphors structure our perception and thinking. The basis of the conceptual metaphor is the interaction of two knowledge structures: the cognitive structure of the “source” and the cognitive structure of them “goal”. Here, the cognitive structure of the “source” is activated through “language games” and the path to the true meaning is complicated. In this case, cognitive schemes (frameworks, geospatial data and scripts) come to the rescue, and a special path opens from encoding to decoding. At that moment, “language games” illuminate a special situation in human thought, and a new path appears that leads to a cognitive-discursive metaphor. In such a situation, linguistic units reflecting the reality of the world in a normal way fade into the background, and the front side of the stage is occupied by concepts created through “language games”.

Considering that the world is controlled by language, it is directly related to life and activity, it is possible to imagine the connection of “language games” with cognition. From the point of view of cognitivism, “language games” act as a real cognitive mechanism based on linguistic units. “Everyone presents these “games” in different ways thanks to their cognitive skills”. (Hajiyeva, 2021). Their thorough study will allow us to see the real structure of human thinking. All concepts in this mechanism are similar to an interconnected chain. From a psychological point of view, in “language games” the nervous system functions differently. The existence of “language games” also makes certain changes in the normal course of the cognitive mechanism. Thanks to them, the expression crosses the boundaries of its signs, and a completely different scene emerges. In this case, the usual form of world reality is not taken into account, the concepts used by addressant are brought to the fore, thanks to this philosophical concept, information is transformed from one part of the brain to another. The “language game” is actually the manipulation of language, while manipulation is the unique use of the language units of the addressant. It is also possible to carry out the phenomenon of manipulation through ordinary speech acts. But if we compare the power of manipulative influence that he performs thanks to the peculiarities inherent in “language games”, we will get a completely different environment. In this regard, this linguistic philosophical criterion consciously refers to a certain type of behavior that is based on a violation of the language system and is more active than any other norm. Thus, the information transmitted by the manipulation strategy spreads faster in the brain and takes a special place in memory.

Interactivity can also happen between students. The main point is that the learners and the teacher who cooperate in this process are on equal footing. Of course, the teacher fulfills the function of organization, coordinator, consultant; without interfering in the students' work, he sets problems, directs, supervises, helps to prepare a search strategy, but students work on assignments, problems, and facts together - debating and discussing among themselves.

At this time, the students' worldview expands, their level of awareness, logical judgment is both revealed and polished. As a result of the exchange of ideas, the truth is revealed. A lively, engaging, inclusive session in the auditorium ensures unity and engagement in both problem solving and learning. Workshops can be more extensive than work with new methods. The teacher using the interactive method in the seminar can divide the students into small groups, create a discussion among them, or set up a role-playing game, or after listening to a student's report, conduct a discussion, etc. The main thing is that the teacher should be able to use the time efficiently, make everyone think and involve the mind in activity. Develop students' logical and critical thinking; let each student form an independent position, point of view, and think, and let the culture of unity, communication, appeal, the ability to listen to one another, and respect the other's opinion be inculcated (Veysova, 2007).

A specialist in many fields of science without a higher pedagogical education has to start teaching at a higher school. These people who do not have pedagogical work experience do not know not only new pedagogical requirements, but also ordinary, traditional ones. They must first receive pedagogically oriented specialization

education, and then start teaching. Otherwise, it will take years for someone to empirically master the teaching methodology, and on the other hand, during this time, that teacher will not be able to gain influence by allowing didactology. The influence is the main condition for the teacher to be respected, to trust his words and the knowledge he imparts.

## COMMUNICATION AND INTERACTION

In general, teaching is the arrangement of information and environment to create learning. Since new learning usually depends on the acquisition of new information, effective teaching cannot take place if there is no communication.

### *Communication*

In general, communication is a process that is shared and mutually benefited in an exchange relationship created between the sender and receiver of the message (Williams, 1979) This process begins with the source creating a message and sending it to the recipient, and ends with the recipient receiving and evaluating the message and reacting accordingly. Simple communication is about the interaction of the individual and the environment in which it is located, and this is possible because the senses respond to influence.

For example; light waves fall on the retina of the eye. Perception occurs when effects are perceived by the brain. Perception can be defined as the process by which individuals become aware of themselves and the world. Detection; It is the way people organize and organize the information they get from their surroundings with the help of their senses and make sense of it for themselves. During perception, the brain receives impressions and tries to make sense of them. Perception includes intuition and is a cognitive process (Thompson, 1996).

In the next step in communication, recognition occurs when perceptions become familiar. Perceptions are experiences. They are the foundations of a higher level concept, built on each other. Each individual has an experience based on his own experience and knowledge. The symbols used in communication have a meaning as long as they are related to the field of experience of the man (Hoshgorur, 2002).

In order to understand a word in the process of communication, the source and receiver must give the same meaning to this word. What provides the same meaning occurs in the shared experience of the sender and the receiver. In communication, it is difficult to perceive messages that do not enter into the field of common experience (Khalil, 1997).

Experiencers include all events that an individual perceives and notices and topics such as language, cultural infrastructure, and education. Communication occurs when the experiences of the source and receiver overlap. If a message is prepared that is not based on a common cone between the source and the recipient, the communication process is unlikely to be successful (Thompson, 1996). One of the main goals of educational communication is to expand the student's field of experience. However, for educational purposes, the meaning of the message and how to interpret the message are very important [8]. In distance education, the information and tools presented to the students or the information and tools chosen by the student should be from the student's own field of experience. Thus, the student can learn what needs to be learned.

Increasing the amount of experience depends on many factors, such as the ability of the student. With experience, students bear a great deal of responsibility for increasing their experience relative to other students. In order to be successful, some students need to be offered a learning experience close to their experience. Some students should be taught in areas where these students have limited experience. Sometimes the learning task may not be within the teacher's area of expertise. In such an environment, the teacher and the student must work together to expand the relevant field of experience. The parties should not feel inconvenienced by being in this situation. With the development of the information age, it has become almost impossible for every individual to have extensive knowledge. Some of the most effective learning experiences occur when the teacher and student work together to search for resources and information. In order for communication to occur, a series of behaviors must be performed. In this sense, communication is a process. There are five basic elements that should be considered in the study of the communication process. These are; sender, message, channel, receiver and returner. A sender is an individual who wants to convey something. The sender's task is to prepare a message that informs or influences the receiver in relation to the target of the message. In traditional education, the sender is the teacher.

A message is a message that the sender wants to communicate. This meeting may also contain symbols such as words or pictures. Symbols serve as clues to the meaning of the message (Mirici & Sari, 2021). The more realistic or known symbols are given to the receiver, the more successful the communication process is. A channel is a means of conveying a message. There are two types of channels. These are sensory and technological channels. Sensory channels include the five senses.

*For example;* teachers speak to the class. Lovers touch to show their feelings. These channels are usually limited. Voices can be heard from close distances and facial expressions have only limited meaning. Touch, taste and smell are limited in variability. Sight is the most complex sense. The eyes receive the message and the voice is used to send the message.



Technological channels expand the senses. Radio waves are used to transmit information such as voice, video or data to long distances. Words and pictures enable the storage and transfer of information, and magnetic media can store sounds, pictures and information without changing them for use in different places and times. The use of technologies greatly expands the communication capacity of teachers and students. The receiver is the target of the communication process. Often, the roles of receiver and sender change in communication, especially in return. Turn is an important feature of the educational communication process. A reply is the recipient's response to the message sent. Provides control in the return communication process. Because the sender receives information about the success of the communication process. It can be formal or informal, such as turning, measuring or asking questions. It is often thought of in connection with backtesting. However, many other techniques show the teacher how the student receives the instruction. Situations such as facial expressions, body language, and discussion responses, student assemblies, homework, and answers to daily exams are all reflexive. Feedback not only helps to understand whether teaching is successful, but also takes the burden off the student and moves it to where it should be.

### **Interaction**

Educators and distance education practitioners recognize interaction as a critical component of good education. Interaction is a requirement in most learning models and educational theories (Wager, 1993). Interaction is a process of mutual influence. This process reveals that in education, the individual is constantly interacting with his environment and other individuals. However, from the point of view of face-to-face education, there is a continuous process of interaction between teacher and student, student and student, and student and teacher. The process of interaction, both in face-to-face education and in distance education, is one of the most important factors in gaining learning experiences and increasing the quality of educational services. Because, in both educations, various studies and applications reveal the effects of the interaction environment involving teachers and students on the success in the lessons. It is emphasized that the most important elements that increase the success in the lessons and the quality of the teaching service are tips, reinforcement, feedback, correction and student participation.

Interaction in face-to-face and distance education includes all aspects of teacher-student relations, group communication, lesson management, teaching strategies, methods and techniques, and the use of tools, multi-dimensional characteristics and behaviors of teachers and students. Being able to successfully apply the art of communication in education depends on the direction of teacher-student interaction (Demirel, 2002). Interaction is a requirement to be effective in educational situations such as (Smith, 1992).

- ✓ Do not attract attention,
- ✓ Gain attention,
- ✓ Sustaining attention,
- ✓ Informing students about learning goals,
- ✓ Representation of knowledge,
- ✓ Asking and answering questions,
- ✓ Feedback on performance.

All teaching and learning models accept some level of interaction as a requirement for learning. In addition, students interact with other students in joint learning and sharing their concerns about the course.

Briefly, interaction is defined as the degree to which an individual who actively participates in the exchange of information achieves. However, as the discussion will show, the term will mean different things in different distance learning environments. There are four types of interactions in the distance education process. These are; student-content, student-teacher, student-student and student-environment interaction.

Interaction can happen at different times. The interaction that occurs at different times is called asynchronous or different time interaction (Payne, 1999).

For example; the student sends a written question to the teacher or practitioner and the teacher or practitioner sends back the answer. Education can be at different times in the course that the student takes from the Internet. A student emails a question to a chat room and has to wait until the next day to hear back from their classmates.

### **CONCLUSION**

The concept of "language games", which represent the principle of the functioning of the language at a high level in comparison with other acts of speech, is considered one of the most pressing issues of recent times on the plane of linguistic philosophy. When we analyze in accordance with the structural structure of speech acts, interesting points about "language games" become noticeable. Although they are structurally reminiscent of ordinary conversational acts, they produce certain changes in the illocutive power part. The illocutive power ampoule, which belongs to the "language games", is twice as powerful as in other acts. Thanks to this power, the semantic meaning inherent in signs can change its direction or be attributed to another scope. So here the meaning of any sign takes on a different look in accordance with the desire of the addressant. Thanks to the communicative function in a word, linguistic signs can also change their image of meaning. According to

L. Wittgenstein, who comes from this position, language has the ability to go beyond its framework. All such moments take place playfully within the addressee's cognitive base and achieve more positive results in order to manipulate the other party's behavior.

Active teaching methods, especially interactive methods, realize student-teacher cooperation, accustom them to constructive interaction, improve the psychological climate in the classroom, and create a pleasant atmosphere. It is impossible to update education and raise it to a modern level without a pedagogical staff that meets the new requirements. The presence of the higher school in a beautiful, beautiful, well-maintained school building, equipment, and placement of computer and Internet technology are many things, but not everything.

Everything depends on the teacher, the people who manage education, their citizenship, dignity, morality, culture and professional training that meets modern requirements. When we say modernity, we do not mean the use of experience that is not based on national tradition, that is not confirmed in national experience, and that is based on the intelligence and social environment of the people of any foreign country. Foreign, foreign breath, foreign noise does more harm than good. By modernity, we mean the level of global scientific and technical progress, the result obtained from the nationalized application of advanced foreign experience built on advanced national pedagogical ideas and experience.

Each process, event, development happens, builds, forms, develops on the previous situation. Without knowing the content created in the past, let's say the content and methods of training and other pedagogical improvement results, it is impossible to understand and create, apply, and see the perspective correctly. Also, it takes skill to be able to clean up and reveal what has been inherited from the path traveled so far, and what has become an heir. At the same time, it is essential to be able to approach the problem with a modern, innovative mindset, to be able to build business according to modern requirements, and to prepare modern methodology. At least the teachers who have the theoretical and methodological preparation for these three qualities can think modernly and work modernly. However, before establishing all this, different levels of formalism in education, poor quality of staff, unprofessional intervention in the education system should be eliminated, conditions should not be created for low-quality staff training. First of all, a reform should be carried out in Azerbaijan to get rid of negative situations and philanthropic attitudes, and the rule of law should be ensured in the society.

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