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**SPEECH ACTS OF THANKING IN AN ENGLISH CLASSROOM
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The article outlines what speech acts are and describes the importance of acts of thanking for effective teaching of foreign languages for these acts have to do with psychological states and attitudes of both learners and teachers.

Speech acts have recently been increasingly attracting attention of methodologists and teachers of foreign languages. The first who drew attention to the many functions performed by utterances as a part of interpersonal communication was the British philosopher J. L. Austin [1, p. 13]. In particular, he claimed that many utterances do not communicate information but are equivalent to actions. For example, when someone says "I apologize...", "I promise..." the utterance immediately conveys a new psychological or social reality. An apology takes place when someone apologizes and not before [1, p. 34]. The same happens when people give thanks. The setting, in which the act is used, immediately gets a different colouring.

Now wonder, Austin claims that in such cases, to say is to perform. J. L. Austin thus called these utterances performatives, seeing them as very different from statements, that convey information. These acts are often called constatives.

The acts of performance, or performatives are very actually not true or false, they are varied from different performatives and considered to be basic for communication. Educational process however focusses mainly on constatives for they convey information. Many scientists even regard communication as a process of exchanging information. Nowadays it is proved that communication is a much broader idea and now it is a process of sharing not only information but feelings and emotions [2, c. 36]. From the perspective of this vision, speech acts of apology, thanking, promise acquire a great importance. But on practice of language teaching they keep being secondary in importance. Teachers normally have no time for focusing on them.

Our research aims at finding out educational, cultural and psychological perspectives of speech acts of thanking in English in a foreign language classroom.

Let us outline in detail what kind of linguistic units the thanking acts are. Their name suggests that they should not be considered as units of language structure, they are units of speaking. Normally speech acts can be either explicit or implicit. An explicit act of promise, for example, is the one in which a speaker actually says "I promise...", e. g. "I promise that I will act upon your advice". The utterance contains an expression, usually a verb, which makes the intended act explicit by naming it.

But we do not have to say "I promise..." in order to make a genuine promise. We can merely say "I will act upon your advice". When the speech act is not named by a specific verb in the utterance, we perform the speech act implicitly, which is true of actually all speech acts, but not about the act of thanking. Verbal acts of gratitude in them, which differentiate them from other speech acts.

We have to admit that explicitness is not a decisive feature about speech acts. What really matters in performing a speech act is not whether it is explicitly named, but whether the act meets certain contextual or background conditions, called felicity or appropriateness condition. For example, imagine a situation in which you promise somebody to act upon his or her advice. For that, their recommendations must be presented to you in a convincing form. You must sincerely intend to act upon the advice of the other speaker.

It is obvious that these conditions seem perfectly ordinary. However, articulating them makes explicit what we usually take for granted and what we pay attention to only when things go wrong. They are also useful in helping us to characterize the difference among speech acts. Thankings are distinct from threats, for example, a thanking act is one usually welcomed by the addressee, whereas a threatening act is the one, which the addressee would normally prefer not to happen. That is, they fulfil distinct felicity conditions. We have to admit, though that felicity conditions for thankings in an English classroom have yet to be investigated and brought out for thorough consideration. But even now it is clear that they are highly instrumental for both educational and personality development purposes. Specialists in linguistics as well as in pedagogy claim that speech acts of thanking bring about mutual respect, warmth, friendliness and therefore has a "upbringing effect" on pupils [4, c. 98]. What is more they insist that if we fail to perform the acts, we destroy friendly communication and may ruin good relationship.

The speech act of thanking is one of the many acts people perform when communicating. The most widely accepted classification of acts says that thanking belongs to the group of the expressives [3, p. 23]. The

acts of expressives generally denote a speaker's psychological state or attitude, they include acts of apology, compliments, greetings, thanking etc.

We find it important to know that thanking has to do with psychological states and attitudes for these are the two factors which can strongly affect the result of teaching and what's more the process of personal development of both pupils and teachers. They can change the setting in an English classroom. That is why they are a very worthy object for special investigation if we mean to raise the educational standards in an English classroom.

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