

THE ROLE OF PRAGMATIC COMPETENCE IN TEACHING OF EFL STUDENTS

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Abstract: The article discusses the role of pragmatic competence in teaching of EFL students. Methods for the formation of pragmatic competence in teaching foreign languages are proposed. Recommendations are given to teachers on the use of various tasks and forms of work organization that teach students to use linguistic means correctly in accordance with the communicative intention, taking into account the professional situation, the context of professional activity and professionally significant tasks.

Key words: pragmatic competence, teaching foreign languages, communicative intention, methodological principle, language competence, principle of communicativeness

The development of international relations and contacts in the modern world has influenced the need to study foreign languages. The transformation into an open society gave impetus to the spread of the English language in many countries of the world. The presence of higher education and knowledge of the English language by citizens plays a huge role in obtaining a prestigious job in our country. In this regard, the leading methodological principle of teaching English as a foreign language at the present stage of development of methodology as a science is the principle of active communication, or the principle of communicativeness, which implies such an orientation of learning, in which the goal and means of achieving it are united. At the same time, the goal is to master the language as a means of communication, and the means of achieving this goal is speech activity. When studying English, students acquire language competence - an individual version of the national language, that is, a person's idea of the language system and the basic rules of speech behavior. In language ability, it is customary to single out phonetic, grammatical, semantic and pragmatic components.

Pragmatics is a system of means and techniques used by the author to achieve his goals and "for the best impact on the listener in order to convince him, excite him, etc." [Stepanov 1981: 325]. Competence is defined as knowledge of linguistic signs and the rules for their combination [Chomsky 1972].

In turn, pragmatic competence is the desire and ability to navigate in a communication situation and build an utterance in accordance with the communicative intention of the speaker and the capabilities of the interlocutor, the ability to choose the most effective way of expressing thoughts depending on the conditions of communication and the goal set [Shchukin 2007].

Pragmatic competence contributes to the study of the function of language as an instrument of thinking, given that language is a means of forming a certain thought. Finally, if the use of language is included in the content of verbal communication itself, and each communicative act contains a moment of interaction between communication partners, then pragmatic competence helps to study the

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main function of language - communicative [Bespalova 2003]. The presence of pragmatic competence ensures successful communicative interaction.

In the process of teaching Russian to foreigners, from a pragmatic point of view, it is necessary to ensure knowledge of how to use language means to have an appropriate impact on a partner. It is in the formation of this knowledge that the essence of pragmatic competence, which is one of the components of background knowledge, lies. Without it, communicative competence is incomplete. On the basis of pragmatic competence, success is achieved in solving communicative tasks: informing, inciting, expressing opinions, evaluating, establishing contact, as well as the effectiveness of the impact of the message on the behavior of the interlocutor in the desired direction.

The purpose of teaching pragmatic competence is to teach students to use linguistic means correctly not only from the point of view of the norms of a foreign language, but also in accordance with the communicative intention, taking into account the professional situation, the context of professional activity and professionally significant tasks.

Deviations, manifested at the pragmatic level of communication, are the result of a violation of the pragmatic norms of language functioning. At the same time, the communicative expectations of the participants in the interaction regarding the content, method or procedure for performing these actions in this context of communication are not justified. Ignoring the pragmatic aspect of communication when teaching foreign languages leads to the fact that students, mastering language structures, do not always correlate them with a specific communicative task in a particular situation.

Pragmatic competence implies the ability to use linguistic means for certain functional purposes (implementation of communicative functions, generation of speech acts) in accordance with the schemes of professional interaction. It includes:

- 1) discursive competence (knowledge of the rules for constructing statements, combining them into a text);
- 2) functional competence (the use of oral and written statements to perform various communicative functions);
- 3) the competence of the schematic construction of speech (the ability to consistently build an utterance in accordance with interaction patterns).

On the basis of pragmatic competence, success is achieved in solving communicative tasks: informing, inciting, expressing opinions, evaluating, establishing contact, as well as the effectiveness of the impact of the message on the behavior of the interlocutor in the desired direction. The purpose of teaching pragmatic competence is to teach students to use linguistic means correctly not only from the point of view of the norms of a foreign language, but also in accordance with the communicative intention, taking into account the professional situation, the context of professional activity and professionally significant tasks. To achieve this goal, teachers in the classroom should use two types of socio-pragmatic tasks: communicative-pragmatic and interactive.

Communicative-pragmatic tasks involve training in the selection and use of sociocultural strategies in speech behavior in accordance with the designated communicative goals, content and context features. Communicative-pragmatic tasks include:

- recognition and implementation of the pragmatic goal of the speech behavior of a native speaker;
- the use of etiquette formulas of speech behavior in an adequate socio-cultural context;
- predicting the communicative acceptability of the chosen language and speech means of making statements;
- replacement of an inadequate variant of speech behavior with a culturally adequate one; • use of non-verbal means of speech behavior;



- selection and implementation of socially acceptable speech behavior [2, p. 5].

Interactive tasks are aimed at using and varying adequate sociocultural strategies in order to model authentic speech behavior in situations of intercultural communication. Tasks of this type are free in nature and contribute to the formation of communicative flexibility of speech behavior in the changing socio-cultural conditions of foreign language communication. It is necessary to teach students to analyze the interlocutor's reaction to the statement and, on the basis of this information, determine the further course of communication. At the same time, the following linguodidactic planning of the process of forming the relevant skills is possible:

1. The study of cliché phrases in accordance with the pragmatic functions of a communicative act. The primary tasks of students include working out the feedback on the statement using the studied clichés. According to the form of organization, this can be pair work: one student draws out a card on which a certain phrase is written that corresponds to one of the listed functions. He reads it to his partner, who must also respond to it in accordance with one of the possible functions of the communicative act. At first, this function can be indicated on the same card (for example, "express surprise", "formulate a request", etc.), later the student may be asked to independently determine which type of response would best correspond to the meaning of the spoken phrase.

The first phrase can also be given not verbatim, but as a description of a pragmatic function ("ask", "thank", etc.) [1, p. 24]. 2. At the second stage, the formation of the ability to analyze the response begins. Initially, all possible conditions can be set in advance and known to students. So, the interlocutor must either react with surprise to the spoken phrase, or express misunderstanding, or object.

The first student must clarify what exactly is not clear to his interlocutor, what causes surprise, objection, etc. After such a training, you can arrange a game when both interlocutors randomly draw cards, one of which gives a functional description of the first phrase, the other - the interlocutor's response. The interlocutors may not know what is written in the partner's card. At the same time, despite the possible quirkiness of the combination, the recipient must present his reaction as reasonably and convincingly as possible, and the communicant, after analyzing it, logically continue the interaction with one or two phrases. It is also possible to compose dialogues based on supports, but not ready-made phrases will be offered as supports, but functional descriptions of the interaction structure [1, p. 24].

At the third stage, it is advisable to establish the dependence of the type and method of feedback on the socio-cultural context of communication. The choice of lexical and grammatical means for a particular communicative situation will also determine the specifics of the verbal and non-verbal nature of the feedback [1, p. 25]. In the educational process, it is very effective to work with dialogues between participants who are in different relationships with each other.

First of all, various units of speech etiquette are used depending on the social roles that the participants in communication take on. Here, both the social roles themselves and their relative position in the social hierarchy are important. When communicating between students, between a student and a teacher, between a boss and a subordinate, between spouses, between parents and children, in each individual case, differences in the use of units of speech etiquette among representatives of different social groups are superimposed on the communication process. The later stage of teaching a foreign language provides a large selection of various forms of work organization, which also contribute to the development of spontaneity of interaction, and, accordingly, the ability to establish and implement feedback.

First, it is a discussion (for example, a talk show, a business conversation). It brings interaction closer to the conditions of natural communication.



Second, it's a debate. This form of work purposefully forms and develops the ability to establish feedback and analyze feedback. In this case, these skills are helped by the very culture of polemics, when opponents must adequately respond to the arguments expressed, convincingly refute them and give counterarguments, to which the opposition team, in turn, must also respond. In addition, during the game, the speakers are asked questions from teams and spectators.

Finally, this is a presentation of project activities. Students presenting the results of their activities must reasonably and clearly tell the audience about it, answer questions that have arisen, and make sure that their message is correctly understood [1, p. 25]. The effective formation of pragmatic competence is facilitated by the use of active teaching methods by the teacher, the creation of conditions in the classroom that are as close as possible to the real conditions of professional communication.

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