

THE USE OF PRAGMATIC COMPETENCE IN FOREIGN LANGUAGE TEACHING

Alibaeva Lola Namazovna

Teacher of the Department of Foreign Languages , Termez University of
Economics and Service

Annotation: In foreign language teaching, pragmatic competence is essential for effective communication. This competence involves understanding how to use language appropriately in various social contexts, which is crucial for learners to interact successfully in real-life situations. This paper explores the role of pragmatic competence in foreign language education, highlighting its importance in teaching students to use language in a contextually appropriate manner, considering cultural norms, social roles, and communication strategies.

Key words: pragmatic competence, native speakers, crucial role, Contextual Understanding, humor, sarcasm.

ИСПОЛЬЗОВАНИЕ ПРАГМАТИЧЕСКОЙ КОМПЕТЕНТНОСТИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Алибаева Лола Намазовна

Преподаватель кафедры иностранных языков Термезского университета
экономики и сервиса

Аннотация: При обучении иностранному языку прагматическая компетентность необходима для эффективного общения. Эта компетенция предполагает понимание того, как правильно использовать язык в различных социальных контекстах, что имеет решающее значение для успешного взаимодействия учащихся в реальных жизненных ситуациях. В этой статье

исследуется роль прагматической компетентности в обучении иностранному языку, подчеркивая ее важность в обучении студентов использовать язык контекстуально соответствующим образом, учитывая культурные нормы, социальные роли и стратегии общения.

Ключевые слова: прагматическая компетентность, носители языка, решающая роль, понимание контекста, юмор, сарказм.

Introduction. It is important to acknowledge that during the past century, there have been substantial changes not only in language but also in teaching methods. Through direct engagement with native speakers, second language learners can identify and pick up on a variety of pragmatic aspects, but foreign language learners are frequently at a disadvantage in this regard. However, one should not undervalue the importance of classroom instruction.

The primary focus of pragmatics is on meanings that go beyond dictionary definitions; to put it another way, pragmatics examines the true meaning of a statement in relation to the customs and norms of the community or setting in which it is being discussed. Therefore, a speaker who is well-versed in norms may develop and sustain suitable and successful communication as well as clearly comprehend one another (Yule, 1996), and this skill is sometimes referred to as pragmatic competence. Instead, it is approached pragmatically. Furthermore, this method shifts the focus from teaching grammar principles and their mechanical application in speech to word memorization and grammar exercises. Pragmatic competence plays a crucial role in foreign language teaching as it extends beyond grammatical correctness to include the appropriate use of language in various social contexts. Here's a detailed exploration of its significance:

1. Contextual Understanding of Communication

Pragmatic competence helps learners understand how to communicate effectively in different contexts. It guides them on what language to use in formal versus informal settings, ensuring they choose the right words and expressions for the situation.

2. Cultural Awareness

Language learning is not just about vocabulary and grammar; it also involves understanding the cultural norms of the language-speaking community. Pragmatic competence enables learners to engage appropriately with speakers from different cultural backgrounds, respecting their customs and social norms.

3. Interpreting Intentions and Nuances

It equips learners with the ability to interpret the intentions behind spoken or written language. This includes understanding indirect speech, humor, sarcasm, and other nuanced forms of communication that go beyond literal meanings.

4. Politeness and Social Etiquette

Pragmatic competence includes knowledge of politeness strategies and social etiquette. Learners understand how to express themselves politely, make requests, offer apologies, and give compliments in ways that are culturally acceptable.

5. Communication Strategies

It provides learners with strategies to manage conversations, such as how to start, maintain, and end interactions. This includes handling misunderstandings, negotiating meaning, and effectively using discourse markers.

6. Sensitivity to Social Roles

Learners become aware of how to adjust their language according to social roles and relationships. For example, how to speak differently to peers, superiors, subordinates, and strangers, adapting their language to fit each role appropriately.

7. Interpreting Non-verbal Cues

Pragmatic competence also involves understanding and using non-verbal cues such as gestures, facial expressions, and body language, which are integral parts of effective communication.

8. Practical Application of Language

It enables learners to apply language skills in real-life scenarios, making their learning more practical and relevant. This includes everyday interactions, professional communication, and academic exchanges.

9. Avoiding Misunderstandings

By understanding the pragmatic aspects of a language, learners can avoid potential misunderstandings and communication breakdowns that might arise from inappropriate language use or cultural insensitivity.

Pragmatic competence helps learners understand how to communicate effectively in different contexts. It guides them on what language to use in formal versus informal settings, ensuring they choose the right words and expressions for the situation.

Formal vs. Informal Settings

1. Formal Settings:

- **Language Use:** In formal settings, language tends to be more structured, polite, and respectful. Learners need to use appropriate titles, honorifics, and formal vocabulary. For instance, instead of saying "Hey, what's up?" they might say, "Good morning, how are you?"

- **Expressions and Phrases:** Formal settings often require specific phrases such as "Please accept my apologies" rather than "Sorry about that."

- **Tone and Intonation:** A more serious and measured tone is usually necessary in formal interactions.

2. Informal Settings:

- **Language Use:** In informal contexts, language can be more relaxed and colloquial. Learners can use contractions, slang, and casual greetings. For example, "Hey, how's it going?" is more appropriate in informal situations.

- **Expressions and Phrases:** Informal settings allow for the use of idiomatic expressions and less structured language, such as "Catch you later" instead of "Goodbye."

- **Tone and Intonation:** A more relaxed and friendly tone is suitable for informal interactions.

Understanding Social Contexts

1. Professional vs. Personal Contexts:

- **Professional:** In professional environments, language is typically more formal and precise. Learners must be aware of industry-specific jargon and maintain a professional demeanor. For example, "I would like to discuss the quarterly report" is appropriate in a business meeting.

- **Personal:** Personal interactions can be more informal and emotionally expressive. Learners can use more personal and affectionate language, like "Let's grab lunch sometime" when speaking to a friend.

2. Cultural Sensitivity:

- **Cultural Norms:** Different cultures have varying expectations for formality and politeness. Pragmatic competence helps learners understand these norms and avoid potential faux pas. For example, in some cultures, using first names in a formal setting might be considered disrespectful.

- **Non-verbal Communication:** Understanding the appropriate use of gestures, eye contact, and personal space is crucial. For instance, a gesture that is friendly in one culture might be offensive in another.

Real-Life Scenarios

1. Greetings and Farewells:

- Formal: "Good evening, Mr. Smith. It was a pleasure meeting you. Have a great day ahead."

- Informal: "Hey John, nice to see you! Catch you later!"

2. Requests:

- Formal: "Could you please send me the report by end of day?"

- Informal: "Can you send me the report by tonight?"

3. Apologies:

- Formal: "I sincerely apologize for any inconvenience this may have caused."

- Informal: "Sorry about that!"

4. Giving and Receiving Compliments:

- Formal: "*Your presentation was highly informative and well-structured.*"
- Informal: "*Great job on the presentation! It was awesome.*"

By mastering pragmatic competence, learners can navigate different social contexts more effectively, making their communication more appropriate and impactful. This ensures they not only understand the language but also use it in a way that is socially and culturally appropriate, enhancing their overall communicative competence.

Conclusion. Pragmatic competence is a vital component of foreign language teaching. It ensures that learners not only know how to construct grammatically correct sentences but also how to use language appropriately in various social contexts. This comprehensive approach to language learning fosters effective and meaningful communication, enabling learners to interact successfully and respectfully with native speakers and others in real-world situations.

References:

1. Alibaeva, L. (2022). Роль и место дистанционного обучения в образовании. *Science and innovation*, 1(В6), 79-81.
2. Namazovna, A. L. (2018). The importance of using authentic materials in ESP classes. *Евразийский научный журнал*, (6), 255-256.
3. Алибаева, Л. (2022). Понятие принципа интеграции в построении образовательного процесса. *Общество и инновации*, 3(2/S), 159-163.
4. Fakhriddinovna, K. B., & Fakhriddinovna, U. N. (2021). The Use of Interactive Bilingual Learning for Teaching English Language the Ages Of 5-6. *Texas Journal of Multidisciplinary Studies*, 3, 135-138.
5. Karshiyeva, B. (2023). Solving complex communicative-knowledge tasks based on integrated bilingual education in English. *Interpretation and researches*, 1(18).

6. Faxriddinova, K. B. (2023). THEORETICAL VIEWS OF TEACHING ENGLISH TO ENGINEERING STUDENTS. The American Journal of Social Science and Education Innovations, 5(12), 113-116.