

# DEVELOPING PRAGMATIC COMPETENCE OF LANGUAGE LEARNERS

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***Abstract.** The importance of pragmatic competence is discussed for a long time by scholars at all levels of education. In the present article some possible ways of developing pragmatic competence are discussed.*

***Key words.** Pragmatic competence, social context, sociocultural norms, communication strategies.*

Introduction. Pragmatic competence is the ability to use language in accordance with certain communicative norms, goals and context. Includes knowledge and understanding of sociocultural characteristics, norms and rules of communication within a particular language community.

Pragmatic competence refers to the ability to use language in a variety of communicative situations, taking into account sociocultural and pragmatic aspects. This competency includes knowledge and understanding of communication norms and strategies, adequate use of speech acts, interpretation of non-verbal signals and the ability to adapt to different linguistic contexts.

Developing pragmatic competence is an important aspect of language teaching and learning as it enables students to become more effective and flexible communicators. The development of pragmatic competence requires not only the mastery of linguistic structures, but the understanding and application of sociocultural and pragmatic norms and strategies.

Pragmatic competence develops throughout the process of teaching and learning a language. Students need to practice speaking skills in a variety of communicative situations and receive feedback that will help them understand and improve pragmatic competence.

Factors influencing development

**Cultural Awareness:** Understanding cultural differences and communication norms across different cultures is an important aspect of developing pragmatic competence. Students must learn and consider cultural norms, expectations, and stereotypes when communicating in a foreign language. Includes the study of pragmatic aspects such as directness, politeness, the use of non-verbal cues and other communication strategies in different cultures.

**Contextual understanding:** Developing pragmatic competence requires the ability to adapt to different communicative contexts. Students understand how context influences the choice of communication strategies and the interpretation of messages. The following factors are taken into account: social role, relationship between interlocutors, purpose of communication and other contextual factors.

**Practice and Experience:** Developing pragmatic competence requires practice and experience in real-life communication situations. Students should be able to apply their knowledge and skills in practical assignments, role-plays, discussions and other learning activities that allow them to practice using language in an authentic context.

**Feedback and correction:** An important aspect of developing pragmatic competence is feedback and error correction. Students should receive information about communication strategies, nonverbal cues, and other pragmatic aspects of their speech. Feedback helps them understand their strengths and weaknesses and improve their communication skills.

#### Strategies and methods

The following strategies and methods can be used to develop pragmatic competence:

Role-playing games and simulations that allow students to practice real-life communication situations.

Studying and analyzing authentic materials such as audio recordings, videos, texts that demonstrate the pragmatic aspects of language.

Training in the skills of active listening and interpretation of non-verbal signals. Study and analysis of examples of communicative acts and strategies in

various contexts. Regular practice and feedback to enable students to apply and improve communication skills.

Example of a development strategy.

Reflective study of communication: Students are encouraged to look closely at their own communication and analyze the pragmatic aspects of language. They record their dialogues or monologues on audio or video and then study them, paying attention to the choice of communication strategies, choice of speech acts, use of nonverbal cues, and appropriateness to context.

Speech analysis example:

Student: "Give me that book."

Analysis: In this case, the student uses the direct speech act "Give me" to express his request. However, you may notice that this phrase sounds quite straightforward and does not contain politeness or contextual adaptation. Depending on the communicative situation and the relationship between the interlocutors, the student might choose a more polite form of expressing his request, for example: "Can I have that book, please?"

Reflective examination of their speech helps students become aware of communication strategies and evaluate their effectiveness and appropriateness to the context. They can review recordings, analyze speech from a position of pragmatic competence, and make adjustments to communication strategies.

An example of reflective language analysis helps students realize the importance of taking pragmatic aspects into account in communication and develop skills of adaptation and flexibility in the use of language.

## REFERENCES

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## TILLAR TARAQQIYOTINING AYRIM MASALALARI

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***Annotatsiya.** Mazkur maqolada ingliz va nemis tillaridagi so'z strukturasi va ma'nosidagi divergentsiya xodisasi leksik, grammatik va etimologik nuqtai nazardan tahlil qilingan. Katta e'tibor til va jamiyat o'rtasidagi aloqalarning til lug'at boyligida mos ravishda tegishli o'zgarishlarning sodir bo'lishiga olib keladi.*

***Kalit so'zlar.** til, taraqqiyot, madaniyat, divergentsiya, konvergentsiya, evolyutsiya, etimologiya.*

Kirish. Til tarixi bilan birgalikda, tarixiy bilimlarning boshqa sohalarida bo'lganidek, umumiy nazariy fan (uni shartli ravishda "tamoyillar haqidagi ta'limot" deb atash maqsadga muvofiq) mavjud bo'lishi kerak" deb boshlaydi o'z mashhur asarini G.Paul [1]. Tamoyillar haqidagi ta'limot til tarixini o'rganish metodologiyasining asosini tashkil etishi kerak. Til tarixiy jihatdan o'rganilgandagina u xaqiqiy ilmiy jihatdan o'rganilgan bo'ladi. [1] Tildagi o'zgarishlarning sababchisi, uning oqibati yoki natijasidan manfaatdor shaxs mana shu tilda so'zlashuvchi kishilardir. Tildagi so'zlar va shakllarni shu tilga xos bo'lgan shakl yasashning birlamchi qonunlari bo'yicha joylashtirilsa va o'ziga xos derivatsion paradigmasi yaratilsa, bunda o'ziga xos, keng tarmoqlangan tizim yaratiladi. Bu tizimning har bir tarmog'i o'z navbatida o'z tarmoqchalariga ega bo'ladi.

Asosiy qism. Har bir holatda kelib chiqishi bo'yicha etimologik jihatdan bir-biriga qarindosh bo'lgan so'zlarni ajratish bilan shug'ullanadigan fan analitik grammatikadir. Bunday tahlil, so'zlarning turli kategoriyalar bo'yicha tuslanishi