# THE CONTENT AND ESSENCE OF DEVELOPING PRAGMATIC COMPETENCE IN STUDENTS IN LANGUAGE EDUCATION

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**Abstract:** This article examines the theoretical and methodological foundations of developing students' pragmatic competence in language education. Specifically, when discussing the development of students' pragmatic competence, the focus is primarily on the scientific research conducted on the linguistic, psycholinguistic, and methodological principles of the communicative approach, the competency-based approach, and the cognitive-pragmatic approach. The latter has established its place in national and international methodology based on these approaches. The article provides an analytical perspective on these studies.

The content of several scientific and methodological works aimed at developing students' pragmatic competence is highlighted.

**Keywords:** pragmatic competence, pragmatic approach, approach, communicative-cognitive methods, linguistic, psycholinguistic, methodological principles, exercises, content, types of exercises.

**Annotation:** This article examines the theoretical and methodological foundations of developing students' pragmatic competence in language education. When it comes to developing pragmatic competence in students, primary attention is given to scientific research conducted on the linguistic, psycholinguistic, and methodological principles of the communicative approach, the competency-based approach, and the cognitive-pragmatic approach. An analytical approach is employed to examine these foundational concepts.

The content of various scientific and methodological works aimed at developing pragmatic competence in students is covered.

**Keywords:** pragmatic competence, pragmatic approach, approach, communicative-cognitive methods, linguistic, psycholinguistic, methodological principles, exercises, content, types of exercises.

In global pedagogy, the creation and implementation of modern pedagogical technologies for forming, developing, and improving students' linguistic competencies related to language levels has become the primary priority of language education. Consequently, in native language education, based on the principle of "from theory to practice," emphasis is placed on developing students' linguistic competencies related to the fundamental phonetic, lexico-semantic, and grammatical levels and units of language.

In Uzbekistan and worldwide, scientific research is being conducted on various aspects of competence, communicative competence, cognitive linguistics, cognitive psychology, and cognitive and pragmatic methodologies in the process of teaching the native language. These studies are carried out in our country as well as in several foreign countries, including universities in Russia, the USA, and Great Britain. The research focuses on technologies,

methods, and approaches for developing cognitive and pragmatic strategies in native language instruction and other foreign language teaching[1].

A competency-based approach to educational practice eliminates the negative consequences associated with the failure to develop practical skills, which has occurred due to theoretical knowledge holding a leading position in the educational process for a long time. "In this case, "traditional education" where the **"cognitive paradigm"** prevailed is being replaced by **"appropriate use of knowledge in problem situations" paradigm,"** state A.Nurmonov and G.Ziyodullayeva in their article "Problems of Formation and Development of Students' Language Competence"[2]. With these views, they emphasize that such an approach does not negate the cognitive paradigm and that knowledge is the foundation of any practical activity. However, this approach leads to the cognitive paradigm becoming a background paradigm, subordinate to the paradigm of applying knowledge in problem situations. Let's imagine that a student has memorized laws, rules, and definitions from various subjects. They can recite any of these from memory when asked. However, if they haven't learned to apply this knowledge in practice, they won't know when, where, and how to use it, and what they've quickly memorized will soon be forgotten. This situation leads to an inability to appropriately use linguistic knowledge in real-life situations and gradually causes it to fade from memory.

Therefore, to achieve effective and high-quality results in the educational process, regardless of content and form, it is essential to clarify in advance which competencies should be instilled in the learners. This, of course, is of great importance. This is determined and implemented across grade levels based on educational principles such as consciousness, continuity and consistency, and progression from simple to complex.

Pragmatic competence is the ability to use language appropriately in various social situations. It encompasses understanding and employing speech acts, politeness strategies, conversation rules, and cultural norms. According to some sources, pragmatic competence is an

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[1]Canale, M., & Swain, M. 1980. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics, 1, 1-47; W. Littlewood. 1981. Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press.; Пассов Е.И. Основы методики обучения иностранным языкам. – М.: 1987. – 214 с.; Биболетова М.З., Бим И.Л., Щепилова А.В., Копылова В.В. Иностранный язык в системе школьного филологического образования (концепция) / Иностранные языки в школе. – 2009. № 1. – С. 4-8; Гальскова Н.Д. Теория обучения иностранным языкам. Лингводидактика и методика. – М.: 2007. – 336 с. 6 Bruner J.S. In search of mind, L. N. Y., 1983; Ausubel, D., Novak, J., & Hanesian, H. 1978. Educational Psychology: A Cognitive View (2 nd ed.). New York: Holt, Rinehart & Winston; Flavell J.H. Metacognitive Aspects of Problem Solving // The Nature of Intelligence. Hillsdale / ed. by L.B. Resnick. N.Y., 1976; Выготский Л.С. Вопросы детской психологии. – М.: Перспектива, 2018. – 224 с.; Зимняя И.А. Педагогическая психология. М.: Логос, 1999. – 268 с.; Холодная М. А. Когнитивная психология. Когнитивные стили: учебное пособие для бакалавриата и магистратуры / М. А. Холодная. 3-е изд. – М.: Юрайт, 2019. – 309 с. 7 Маслова В.А. Когнитивная лингвистика. – Минск. 2004. Щепилова А.В. Коммуникативно-когнитивный подход к обучению французскому языку как второму иностранному. – Москва: ГОМЦ «Школьная книга», 2003. – 488 с.; Сафаров Ш.С. «Когнитив тилшунослик» – Т.; 2006. – Б. 17-25. Джусупов М. Русский и английский языки в системе школьного полилингвального образования в Узбекистане // Русский язык за рубежом / специальный выпуск. 2017. – С. 50-57. Makhkamova G.T. Methodology of Teaching Special Subjects. Tashkent: «Tamaddun». 2017. 276. Караева К.Н. «On the didactic basis of foreign language teaching» «Экономика и социум» № 10 (77). 2020. www.iupr.ru.

[2] Нурмонов А., Зиёдуллаева Г. Ўқувчиларнинг тил компетентлигини шакллантириш ва ривожлантириш муаммолари // Маърифат, 2014,18 июль. – Б.9.

integral component of communicative competence, which includes grammatical, sociolinguistic, and speech competencies. Pragmatic competence enables language learners to avoid misunderstandings and express their thoughts effectively. Without it, even grammatically correct sentences may be used inappropriately. It is recognized that pragmatic competence, the ability to use language in ways suitable to context and cultural aspects, forms the foundation of communicative competence. Although traditional language teaching has prioritized grammatical rules and vocabulary, pragmatic competence allows learners to use language in accordance with social norms and politeness conventions. In the process of language use, even if speech is grammatically flawless, a lack of pragmatic competence in the language user can lead to numerous misunderstandings.

According to scientific research, pragmatic competence comprises the following aspects: 1) speech acts; 2) politeness strategies; 3) conversational irony; 4) discourse management.

• Speech acts. Speech act theory is a concept that studies how people perform practical actions through sentences. This theory serves as an important theoretical foundation connecting the fields of linguistics, philosophy, and communication studies. Initially proposed by John L. Austin, this idea was later refined and systematically developed by John Searle. In recent years, as a result of scientific approaches at the intersection of language and culture, this theory has been enriched with new semantic and pragmatic analyses. In everyday speech, sentences are used not only to convey information but also for various other purposes. From this perspective, J.L. Austin presented the theory of speech acts in his work "How to Do Things with Words.[3]" J.L. Austin emphasizes that a speech act should be studied not only in terms of the sentence's meaning but also in conjunction with its purpose and effect in the speech situation. He categorizes sentences into:

1. Illocutionary act (the stage expressing the speaker's intention. At this stage, not only the meaning of the utterance is taken into account but also the communicative intention behind it);

2. Locutionary act (the process of creating a direct speech unit. The locutionary act is mainly related to the meaning and reference of the expression and conveys the cognitive content of the sentence);

3. The perlocutionary act (which signifies the actual effect of a spoken sentence on the listener, that is, what kind of change occurs through it. Through speech, the listener's thoughts, feelings, or actions are influenced. For example, someone starting work or changing their opinion after a sentence is a perlocutionary result) was analyzed as one of three dimensions. Austin's ideas had a significant impact on the philosophy of language.

• Politeness Strategies. The theory of politeness by P. Brown and S. Levinson has already become a classic in the fields of sociolinguistics and linguopragmatics "Politeness: Some Universals in Language Usage"[4] ("Politeness: Some Universals in the Use of Language"), published in 1987. (classic) This theory by P. Brown and S. Levinson was based on a detailed explanation of the desires of the individual that should be satisfied by the politeness strategy. Positive politeness - in this strategy, the main focus is on minimizing the threat to the listener's

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[3] Austin, J.L. How to Do Things with Words. Cambridge, MA: Harvard University Press, 1962, b. 101.

[4] Brown P. & Levinson S. C. (1987). Politeness: some universals in language usage. – Cambridge: Cambridge University Press.

positive face. For example, It would be great finish writing the dissertatsion quickly and defend it in the recent days, I believe you will be able to do it. (It would be great if you could quickly finish writing your dissertation and defend it in the coming days, I believe you can do it). P. Brown and S. Levinson consider positive politeness strategies as an expression of solidarity between the speaker and the listener. Politeness strategies help maintain social harmony and prevent offenses.

- Irony in conversation. Irony in conversation (irony) - is a method of expressing meaning through its opposite, conveying hidden criticism, mockery, or dissatisfaction. It often creates humor, surprise, or a unique sharpness. However, understanding the context and nuances of speech is crucial for the recipient to grasp it. In literature, writers use irony to reveal character relationships and evaluate the era. Irony refers to a meaning that is not explicitly stated but understood based on context. When using irony, the speaker does not express their intention directly. For example: A: Are you coming to the party? B: I have an exam tomorrow. In this dialogue, the second person responds to the first person's question by saying "I have an exam tomorrow," which implicitly means "I can't go to the party tomorrow." Despite the answer being given ironically, the speaker (A) understands that the second speaker (B) cannot attend the party.

The essence of irony consists of the following: a) The opposite of meaning (The spoken word contradicts the intended meaning. For example, saying "You did a great job!" when actually implying that something was done poorly); b) An evaluative speech genre (Like reproach or praise, irony is also evaluative and typically expresses feelings of dissatisfaction, surprise, or mockery); c) Hidden meaning (Through irony, one expects the reader/listener to understand the intended meaning without expressing it directly). In conversation, irony is used in the following instances: 1) Debate  (To show changes in the relationship between characters) ; 2) Social criticism   (Writers use irony to subtly criticize the flaws of an era or society) ; 3) Intellectual play (To create unique humor or wit, but this should not be superficial). Therefore, irony in conversation is a layer underlying the text that requires a deeper understanding beyond the surface meaning of the sentence.

Discourse (speech) management. Discourse management. Speech management involves knowing when to speak, stop, or change the topic. Discourse is not just a text or speech, but the entire complex of the communication process, encompassing a specific time, place, social conditions, and participants. It includes not only the structure of language but also the communicative situation, speech strategies, and characteristics of the participants. It is derived from the Latin word "discursus" (reasoning, conversation), meaning "speech". Its main aspects consist of the following: a) A broader concept (unlike text, discourse extends beyond language structure and includes all elements of communication such as specific time, context, and communicants); b) Dynamism (discourse is created and changes constantly during the communication process, while text is often static); c) Interaction (the interplay of participants, strategies, and communicative goals plays an important role); d) Origin (derived from the Latin "discursus" meaning reflection, action, conversation, and the French "discours" meaning speech). There is a difference between discourse and text: **Text**  (usually a strictly structured part of written or oral speech, which may not be tied to a specific time, and is created for listening and memorization) - **Discourse** (the complete process of communication that occurs at a certain time and under specific conditions; it includes text but is broader in scope). In essence, while text answers "what" is said, discourse addresses "how," "when," "by whom," and "for what purpose" it is said.

In conclusion, it can be said that pragmatic competence helps language learners to effectively use the language they are studying and to gain a deep understanding of the culture of the people who speak that language. To enhance pragmatic competence, language learners are required to

thoroughly study speech acts, politeness strategies in the language, irony, and cultural norms, as well as apply them in practice.

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3. Austin, J.L. How to Do Things with Words. Cambridge, MA: Harvard University Press, 1962, b. 101.

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