



THE IMPORTANCE OF PRAGMATICS IN DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE

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Abstract

This article presents some thoughts on the importance of pragmatics in developing students' communicative competence. Today's modern language teaching is based on the implementation of meaningful, contextual and socially significant communication, and it is through communicative competence that students have the opportunity to conduct effective, culturally appropriate and contextual communication in another language.

Keywords. Communicative competence, pragmatics, language teaching, foreign language, attitude, educational process, principle.

Introduction

As we know, the concept of communicative competence is central in the field of language teaching and learning. Today, having communicative competence in a foreign language requires not only grammatical accuracy in the language, but also the ability to use the language effectively and appropriately in various social and cultural situations. In the process of teaching, teachers need to improve students' communicative abilities in a foreign language not only by focusing on the linguistic skills of the language being taught (for example, grammar, vocabulary, and syntax), but also by finding effective ways to overcome difficulties in real-life communication situations. Modern language teaching today is based on the implementation of meaningful, contextual, and socially relevant communication, and it is through communicative competence that students have the opportunity to conduct effective, culturally appropriate, and contextual communication in another language.

Pragmatics plays a special role in the development of communicative competence. It is one of the components of communicative competence, which is the field that studies the use of language units, what meanings they convey in context, as well as



how they are interpreted in social and cultural situations. Through its analytical methods, the contextual accuracy and relevance of students' speech are enhanced.

Literature analysis and methodology

As is known, communicative competence is not an innate ability, but an ability that is formed by a person in the process of acquiring socio-communicative experience. As the famous Russian professor O.M.Kazartseva, known for her scientific work on teaching speech culture in primary education, states in her book “Speech Culture: Theory and Practice of Teaching” (“Культура речевого общения: теория и практика обучения”) intended for students of pedagogical universities, communicative competence is manifested through the use of speech in various stylistic variants, including the mechanism of changing communicative-social experience relations. Of course, this ability is formed in the process of mutual communication, since communication is an important factor for the full formation of a person not only as a person, but also as a subject of activity. In this regard, the famous Russian scientist in the field of psychology and psychotherapy L.P. Grimak says: “Another reason why a person is a person is that he is actively communicating with people like him..., from the first days of his birth, he is in constant communication with people...”.

Pragmatic competence helps communicants (speakers) and communicants (listeners) in the process of communication to form effective communication. Because the environment of communication through which a person enters every day, every hour and minute of his life is characterized by the ability to find the most effective alternative option for the purpose of communication and to effectively use language tools. Pragmatics refers to the speaker’s ability to understand and use language appropriately in various social situations. Pragmatics includes knowing how to perform speech acts (for example, to request, apologize or praise) and understanding the subtleties of meaning arising from social relations, cultural norms and situational factors. In other words, it refers to the ability to use language in a situation-appropriate manner, taking into account factors such as politeness, formality, and social roles.



Discussion and Results

The emergence of a communicative approach in the field of foreign language teaching in the second half of the 20th century created the need to master pragmatic competence. The term "pragmatics" is derived from the Greek words "pragma", "pragmatos", meaning "work", "action". The term pragmatics was initially introduced into science in the field of linguistics in the 30s of the 20th century by the American linguist Charles Morris, and pragmatics was recognized as a component of semiotics. In the teachings of Ch. Morris, pragmatic competence is defined as the study of the relationship between signs and people.

The term pragmatics is interpreted in a broad sense in the linguistic literature, it has no boundaries. For example, in many research works, pragmatics is seen as a real communication situation that involves the selective use of linguistic means to solve communicative tasks.

P. Grundy's 2008 book "Doing Pragmatics" defines pragmatics as "the study of how language is used and understood in everyday life."

M. Ariel's work defines pragmatics as "the study of the relationships between grammatical units and contexts outside of language."

D. Archer, K. Aijmer, and A. Wichmann define pragmatics as "the study of the use of language to express meaning in context," and B. Nerlich defines pragmatics as "the study of the use of language in social situations." Also, according to S.C. Levinson, pragmatics consists of knowledge about how language is used in communication, focusing not on what is said, but on how it is said, and at least two parties - the speaker and the listener - participate in the communication process. According to S.C. Levinson, "language learners need to know culturally appropriate ways to greet, ask for information, express regret, gratitude, and express agreement or disagreement with interlocutors. In addition, they need to be able to identify patterns of behavior and intonation that are used in their own language community. These patterns may be interpreted quite differently by people in another language community or with a different cultural background." So, based on the above definitions of pragmatics, it can be understood that pragmatics is always an understanding of the interaction between communicants, and it teaches knowledge about how language is used in communication.

Pragmatics in Uzbek linguistics began to be studied at the beginning of the 21st century. In particular, works such as Sh. Safarov's "Pragmalingvistika" (2008), M.



Khakimov's "Pragmatic study of the text in Uzbek" (2001), "Fundamentals of Uzbek pragmalinguistikasi asolari" (2013), and M. Kurbanova's "Pragmatic aspect of Uzbek children's speech" are among the most noteworthy works. In particular, the study of theoretical issues related to linguistic pragmatics in Uzbek linguistics in M. Khakimov's doctoral dissertation on "Pragmatic interpretation of the text in Uzbek" (2001) opened a wide way to a deeper penetration into pragmatic competence.

Conclusion

Pragmatic relations are important in speech communication. They help to correctly understand the purpose, intention, context, and social role between the speaker and the listener. The three most common types of pragmatic relations in the process of communication are: The first is a pragmatic relation expressed through the source of information (the transmitter, speaker, or writer), in which the purpose of the transmitter, the personal attitude to the transmitted information, and the intended effect on the receptor are taken into account. The second type of pragmatic relation is a linguistic unit, which is visible in the text (thought, sentence) that contains the pragmatic meaning being expressed. The third type is a pragmatic relation, which implies the listener or reader's pragmatic attitude to the information perceived through the text. This attitude is reflected in the process of perceiving information, as well as in the attitude expressed towards this information or its transmitter.

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