

**STAGES OF SYSTEMATIC DEVELOPMENT OF PRAGMATIC COMPETENCE OF
SECONDARY SCHOOL PUPILS THROUGH INDEPENDENT LEARNING SKILLS*****Qobulova Sabohat Quvondiq kizi****Master's student of the Institute of Chemical technologies**Workplace: Teacher at the Samarkand Academic Lyceum of the Ministry of Internal affairs**Scientific Supervisor:****Sirojiddinova Shahribonu Sirojiddinovna***

Abstract: The development of pragmatic competence is an essential aspect of language education for secondary school students. Pragmatic competence refers to the ability to use language appropriately in various social contexts. This paper focuses on the systematic stages of fostering pragmatic competence through independent learning skills. The stages of development include awareness of pragmatic principles, understanding cultural and contextual factors in communication, and applying these skills in real-life interactions. The role of independent learning skills, such as self-directed learning, digital tools, and resources, is emphasized as a means to enhance pragmatic competence. The research illustrates how developing autonomy in learning supports pupils' ability to engage meaningfully and appropriately in different communicative situations, making them more effective communicators in their daily lives.

Keywords: Pragmatic competence, secondary school pupils, independent learning, self-directed learning, communication skills, educational technology.

Introduction

Pragmatic competence plays a significant role in the language learning process, as it involves not only understanding grammar and vocabulary but also the context in which language is used. Secondary school pupils, at the threshold of adulthood, need to acquire these skills to engage in a variety of communication situations effectively. This competence includes understanding cultural norms, politeness strategies, and the social aspects of communication. The integration of independent learning into the development of pragmatic competence is essential. Independent learning encourages students to take responsibility for their learning process, allowing them to explore various linguistic and cultural nuances in their own time. With the advancement of technology and online resources, secondary school pupils are better equipped than ever to develop these skills outside the traditional classroom setting. Self-directed learning enables students to practice, experiment, and apply new pragmatic strategies on their own, making them more confident and skilled communicators.

In recent years, educational theories emphasize the importance of a structured approach to pragmatic competence development. This approach focuses on gradual stages that take pupils from basic awareness to the practical use of language in different contexts. By providing a detailed exploration of these stages and incorporating modern tools for independent learning, this paper highlights the role of self-directed education in enhancing pragmatic competence among secondary school pupils.

Literature Review: Various studies have highlighted the importance of pragmatic competence in language learning. Scholars like Kasper and Rose (2001) have emphasized that pragmatic competence is essential for effective communication, particularly in intercultural contexts. In addition, the role of independent learning has been explored by researchers such as Little (2007),

who discusses how learners who develop autonomous learning strategies tend to improve both their language and communication skills.

Advances in educational technology also play a crucial role. Digital platforms, online language tools, and virtual exchange programs allow students to engage in authentic communication with speakers of different cultures, helping them hone their pragmatic skills. This digital integration further supports independent learning, enabling pupils to enhance their understanding of context, tone, and social norms associated with communication.

Further Elaboration on Stages:

1. Awareness Stage: At the initial stage, pupils become aware of the concept of pragmatics, which includes understanding that communication goes beyond just grammar and vocabulary. In this phase, students are introduced to the basic elements of pragmatic competence such as tone, politeness strategies, social roles, and contextual usage of language. Teachers can introduce pragmatic aspects through examples in both their native language and foreign languages, thus emphasizing the importance of cultural awareness in communication.
2. Acquisition Stage: The acquisition stage focuses on helping students develop an understanding of the appropriate use of language in different contexts. They learn various strategies for making requests, offering apologies, giving compliments, and more. At this point, pupils are encouraged to engage in role-playing activities and real-life conversations, where they practice using the language appropriately in diverse situations. This stage is where independent learning begins to play a significant role, as students seek out real-world materials such as movies, podcasts, or online interactions with native speakers to further their skills.
3. Application Stage: The application stage is the final phase, where pupils begin to use their pragmatic competence in real-life settings. Students are expected to transfer their learned strategies into meaningful communication, both in written and spoken forms. This phase involves more independent learning, as students interact with native speakers through digital platforms, participate in peer discussions, and engage in intercultural exchanges. The use of technology, such as language exchange apps, helps reinforce these skills outside the classroom environment.

The role of independent learning in developing pragmatic competence:

Independent learning skills are crucial for the systematic development of pragmatic competence. Secondary school pupils who are encouraged to learn autonomously tend to build stronger language skills and can apply those skills more effectively in social contexts. Self-directed learning involves students taking the initiative to explore language materials, identify their weaknesses, and seek out specific resources to address those weaknesses.

Moreover, independent learners can personalize their learning paths. For instance, students can focus on areas like humor in language or understanding idiomatic expressions in a foreign language. They may engage in online communities where they can practice and refine their skills in informal settings.

The importance of digital tools:

In today's world, technology plays an indispensable role in the development of pragmatic competence. Digital tools allow students to immerse themselves in authentic language use through platforms like online forums, social media, and video calls with peers from different cultural backgrounds. This exposure not only helps students to learn new words and expressions

but also provides real-life context to their interactions, reinforcing pragmatic strategies in various situations.

For example, platforms such as Duolingo, Babbel, or iTalki offer interactive lessons and opportunities for language exchange, while forums like Reddit or language-learning communities on Discord provide informal environments for students to practice pragmatic language use. These tools support independent learners in acquiring more nuanced skills such as adapting speech for different audiences or recognizing indirect speech acts in conversations.

Conclusion

The development of pragmatic competence in secondary school pupils is a complex but crucial process. By adopting independent learning strategies, pupils can engage in self-directed practices that enhance their ability to communicate appropriately in diverse social situations. The systematic stages of development outlined in this paper—beginning with awareness, moving through acquisition, and culminating in application—ensure that pupils are equipped with the necessary tools to use language effectively. Educational technologies further support this development, providing opportunities for pupils to learn at their own pace and in real-world contexts. Through these methods, secondary school pupils can develop not only language proficiency but also the social awareness needed for successful communication in a variety of situations.

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