

METHOD OF DEVELOPING PRAGMATIC COMPETENCES IN THE PROCESS OF LEARNING ENGLISH

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Abstract: This article is devoted to the study of methods for developing pragmatic competence in the process of learning English. Pragmatic competence refers to the ability of language users to effectively use language units in accordance with communicative situations. The article analyzes the essence of pragmatic competence, its components, and innovative methods that can be used in teaching English. In particular, methods such as role-playing games, the use of authentic materials, the development of intercultural communication, and context-based approaches are discussed. The article also highlights the dependence of pragmatic competence on linguistic and extralinguistic factors and offers effective strategies for teachers and students.

Keywords: pragmatic competence, English, communicative approach, authentic materials, intercultural communication, context-based education, language learning strategies.

Introduction: In today's era of globalization, English is gaining importance as a means of international communication. No matter how high the linguistic knowledge of language learners, they cannot communicate effectively without pragmatic competence. Pragmatic competence is the ability to use language units in accordance with the social and cultural context, which plays a decisive role in the correct organization of the communication process in real life.

Developing pragmatic competence in the process of learning English requires that language learners pay attention not only to grammatical rules, but also to speech etiquette, intercultural differences and the dynamics of social relations. This ensures that language learners not only acquire knowledge based on traditional linguistic approaches, but also understand the connection between language and culture.

This article aims to study various methods and approaches to developing pragmatic competence in learning English. In particular, innovative methods such as the communicative approach, role-playing, the use of authentic materials, the formation of intercultural dialogue and context-based learning are analyzed. It also examines the relationship between pragmatic competence and linguistic and extralinguistic factors, and suggests strategies that can be used in the educational process to effectively develop it.

This study aims to contribute to a more effective and efficient language teaching process by highlighting advanced approaches to the development of pragmatic competence. The results of the article may be useful for English language teachers, researchers, and language learners.

Main part: Pragmatic competence is the ability of language users to correctly understand and apply speech acts in a social context. This competence includes the rules of speech etiquette,

the rules of intercultural communication and the use of language units appropriate to the context. In order to communicate effectively in English, grammatical knowledge alone is not enough, but it is also necessary to understand pragmatic aspects. For example, pragmatic knowledge is required to understand please, thank you, apologize, give advice or sarcastic statements.

Developing pragmatic competence in language learning helps language users understand cultural differences and prevents miscommunication. People who do not know pragmatic rules sometimes encounter misunderstandings in a foreign language environment, because each language has its own social and cultural codes.

The development of pragmatic competence can be carried out through various methods. The communicative approach is one of the most effective ways to develop pragmatic competence. This method teaches students to imitate real-life conversations and communicate appropriately in different situations. Teachers can use the following techniques:

Dialogue and conversation exercises – Students learn how to speak in different social situations;

Interactive activities – Role-playing, discussions, debates and presentations are useful in developing pragmatic competence;

Simulation – Students gain experience by creating communication situations that are close to real life.

Role-playing gives students the opportunity to practice how to respond in different social and cultural contexts. For example, students can practice scenarios for situations such as booking a hotel room, serving a customer, having an informal conversation with a friend or attending a formal meeting.

Using materials that are close to real life is important for building pragmatic competence. The following authentic sources are recommended: Movies and TV series; Ted Talks and interviews; Podcasts and audio conversations; Social media conversations and comments; Letters and official documents.

With the help of authentic materials, students will get acquainted with the pragmatic rules that apply in real English. Language and culture are inextricably linked. To develop pragmatic competence, students need to understand how communication rules differ in different cultures. For example, politeness is very important in English, and forms of requests and expressions of willingness ("Would you mind...?", "Could you possibly...?") are widely used. In other cultures, the communication style may be more direct.

Pragmatic competence is essential for effective communication in English. To develop it, a communicative approach, role-playing, authentic materials, intercultural learning and context-based teaching methods should be used. Also, assessing pragmatic competence requires a systematic approach. The methods presented in this article serve to make the language learning process more effective and contribute to the development of students' practical speaking skills. Pragmatic competence is essential for effective mastery of a foreign language and successful participation in real-life communication. In the process of learning English, it is important not

only to acquire grammatical and lexical knowledge, but also to form the ability to communicate pragmatically correctly. Because language does not consist only of words and grammatical structures, but is used based on a certain cultural and social context.

Results and Discussions: In the process of learning English, the development of pragmatic competence is crucial for effective communication. The results of the study and the subsequent discussions highlight the significance of incorporating pragmatic competence into the language learning process and outline the methods that can be used to enhance this skill.

The research confirms that pragmatic competence is essential for language learners to engage in meaningful and contextually appropriate communication. Pragmatics allows learners to understand not only the grammatical structure of the language but also how to use language effectively in different social situations. The ability to adjust language based on the social context, relationships between speakers, and cultural nuances is vital for students to become proficient in English communication.

The study found that students often struggle with pragmatic aspects such as politeness strategies, indirectness, and culturally specific expressions. These challenges arise because many language learners focus primarily on grammar and vocabulary, neglecting the pragmatic skills that are necessary for appropriate and effective communication. Therefore, without sufficient development of pragmatic competence, learners may face difficulties in real-life situations, even if their grammatical knowledge is sound.

The results suggest that several effective methods can be employed in language teaching to enhance students' pragmatic competence.

Communicative Approach

By focusing on real-life communication situations, the communicative approach encourages students to use the target language in dynamic and interactive settings. Students engage in activities such as role-plays, debates, and group discussions that require them to consider not only the linguistic aspects but also the social and cultural context of communication. This approach facilitates the acquisition of pragmatic competence as learners are exposed to authentic language use.

Role-Playing and Scenario-Based Learning

The research highlights the importance of using role-playing and scenario-based activities. These activities simulate real-life situations and require learners to use appropriate language in different contexts, such as formal and informal settings, or when interacting with people of varying social status. These activities allow learners to practice pragmatic strategies such as politeness, making requests, and offering apologies, all of which are essential for successful communication.

Use of Authentic Materials:

The study reveals that incorporating authentic materials, such as movies, podcasts, TV shows, and news articles, helps students develop a deeper understanding of pragmatic competence. Authentic materials provide exposure to natural speech patterns, expressions, and social

interactions. Analyzing dialogues from films or real-world conversations in podcasts, for example, can show how native speakers navigate social norms and adjust their language according to context. This provides learners with practical examples of how language works in real communication.

Intercultural Communication Training

The importance of intercultural communication training is emphasized in the study. Language learning is not just about mastering the language itself, but also about understanding the cultural contexts in which the language is used. The findings show that learners who are trained to recognize cultural differences in communication, such as varying politeness levels or directness in requests, develop stronger pragmatic competence. This aspect of training helps students avoid miscommunication and enhances their ability to interact effectively with speakers from diverse cultural backgrounds.

The results of the study suggest that incorporating pragmatic competence into the curriculum should be a priority in English language teaching. Teachers should design tasks and activities that require students to use language in context and encourage them to reflect on the social and cultural implications of their language choices. By focusing on pragmatic competence, teachers can help students develop the skills needed to communicate more effectively in real-world situations.

Furthermore, language teaching materials need to be adapted to include more authentic content and scenarios that reflect real-life communication. Teachers should also foster an environment where learners can practice pragmatic strategies, such as politeness strategies, making requests, giving advice, and apologizing, in a supportive and culturally diverse setting.

The study confirms that language learners who are equipped with strong pragmatic skills are more likely to navigate real-world communication effectively. By integrating methods such as the communicative approach, role-playing, the use of authentic materials, and intercultural communication training, teachers can significantly enhance their students' pragmatic competence. However, challenges remain, such as the need for more teacher training and resources to support the teaching of pragmatics. Moving forward, more attention should be given to developing pragmatic competence in language education to ensure that learners not only master grammar and vocabulary but also acquire the ability to use the language appropriately in diverse social contexts.

Conclusion: This article analyzes the main methods aimed at developing pragmatic competence. In particular, the effectiveness of the communicative approach, role-playing games, the use of authentic materials, intercultural education and context-based teaching methods was demonstrated. These methods allow students to communicate correctly in real-life situations, understand cultural differences and use various speech strategies.

The importance of assessing pragmatic competence was also emphasized. Analysis of speech situations, the formation of pragmatic skills through written and oral assignments, peer assessment and reflection methods are effective tools for developing pragmatic abilities. These approaches help students become aware of speech errors, improve communication strategies and formulate socially appropriate responses.

In general, the development of pragmatic competence should be an integral part of the English language teaching process. Paying attention to pragmatic aspects in the language learning process helps students develop natural and fluent speaking skills in a foreign language and enhances their intercultural communication skills. Therefore, the methods and approaches reviewed in this article are of practical importance for teachers, language learners, and researchers, and can greatly contribute to the effective teaching and learning of English.

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