



DESCRIPTORS OF PRAGMATIC CHARACTERISTICS OF THE FOREIGN LANGUAGE ACQUISITION PROCESS

Negova Feruza Sharifovna

Department of Foreign Languages

Samarkand State University

Samarkand, Uzbekistan

f.negova@gmail.com

<https://doi.org/10.5281/zenodo.14676772>

ARTICLE INFO

Received: 30th November 2024

Accepted: 04th December 2024

Online: 05th December 2024

KEYWORDS

Curriculum effectiveness,
material development,
specialized language
comprehension, chemical
education, academic discussions,
analysis of authentic discourses.

ABSTRACT

Foreign researchers link the concept of pragmatic competence with the choice of linguistic forms depending on the communicative situation and content. In this study, we rely on the following definition of pragmatic competence: the collected data provides valuable feedback for course developers to assess the effectiveness of the curriculum and teaching methods.

Pragmatic competence is part of socio-communicative competence. It is necessary to examine the components of pragmatic competence in detail. Pragmatic competence is understood as the ability to use language correctly in different social contexts, considering factors such as context, audience, and purpose. Communicative competence is a broader concept, of which pragmatic competence is a part. It includes linguistic competence and an understanding of the participants' context. Pragmatic competence, as part of linguistic research, is expressed in the ability to recognize the appropriateness of speech in context and understand the linguistic form [1]. The focus is first on how each linguistic element contributes to the development of pragmatic competence:

- **Text-based discussions:** Participation in discussions allows students to practice real-time language use, focusing on content and intonation. According to scholars, gap-filling exercises in texts accelerate the development of pragmatic competence, as they encourage students to interpret context and fill gaps with relevant terminology. This helps them understand how language functions in the text [4].
- **Pronunciation:** Pronunciation is a significant aspect of pragmatic competence, as it influences the perception of the message. Reading aloud helps students practice correct pronunciation.
- **Oral conclusions:** To draw conclusions, students must analyze the text or discussion and express it in their own words. This task develops information transfer skills, synthesis, and accurate content transmission. According to researchers, asking and answering questions in spoken language requires an understanding of social conventions, politeness strategies, and context appropriateness, promoting active participation and interaction [5].
- **Pair or group work:** Group work develops cooperation skills, idea exchange, and the adaptation of language use to the communicative needs of the group.



- **Oral research in non-philological fields:** Presenting research orally requires not only knowledge of the language but also an understanding of disciplinary norms, sociolinguistic competence, and effective communication strategies. This helps students develop specialized language skills and adapt language use to various professional contexts [6].

By participating in these activities, students gain a deeper understanding of how pragmatic competence functions in social interactions and learn to use language correctly in different contexts.

Definition of the Concept "Pragmatic Competence"

Foreign researchers link the concept of pragmatic competence with the choice of linguistic forms depending on the communicative situation and content [2; p. 308]. In this study, we rely on the following definition of pragmatic competence: the collected data provides valuable feedback for course developers to assess the effectiveness of the curriculum and teaching methods. Analyzing student activity in classes such as text discussions, gap-filling exercises, reading aloud, drawing conclusions, questions and answers, group work, and oral presentations helps course developers identify students' interests. Based on this information, course developers can make informed decisions about adjusting materials, lesson pace, sequence, and addressing skill gaps through additional activities or resources.

Optimization of the Educational Process

The goal is to optimize the educational process and ensure the effective achievement of expected results by students. Continuous assessment and adaptation are key components of developing pragmatic competence, allowing the course to be constantly improved based on student progress.

According to S. Ziyaeva [7; pp. 13-14], sociolinguistic competence is defined as the ability to select language forms according to the conditions of a communicative act, meaning "to adhere to the set of social norms accepted in a given linguistic community." She views sociolinguistic competence not as a part of sociocultural competence but as an autonomous competence within communicative competence.

The Need for Activities to Develop Sociolinguistic Competence

Activities aimed at developing sociolinguistic competence allow students to manage different situations effectively. For example, text-based discussions give students the opportunity to observe and practice various registers of the English language, such as formal and informal.

Sociolinguistic competence, along with linguistic and pragmatic competence, is an independent component of communicative competence. Sociolinguistic competence is understood as the ability to use, modify, and choose language forms depending on communicative situations, tasks, topics, communication conditions, and the social roles of participants [8; pp. 13-14].

Sociolinguistic competence is also viewed as a component of social competence and an integral part of communicative competence. In this approach, sociolinguistic competence is defined as the language features of representatives of different generations, genders, social groups, and dialectal layers [9; pp. 13-14].

Goals of Developing Sociolinguistic and Pragmatic Competence



The goal of developing sociolinguistic competence is to study and master the dependence of language use on social situations. Pragmatic competence focuses on developing students' knowledge, skills, and abilities to use scientific-practical characteristics of social and speech situations of native speakers [10; pp. 136-143]. Researchers like D.L. Vitlin [11; pp. 71-75] emphasize the importance of phonetic features, including pronunciation variants, for both sociolinguistic and pragmatic competence. They note that the phonetic structure of speech, its perception, as well as the roles and situational characteristics of participants in scientific communication, are crucial for determining their pragmatic affiliation and the formality level of the situation. Thus, the common element in the concepts of "sociolinguistic competence" and "pragmatic competence" is the use of linguistic material — linguistic cultural units. The term "linguistic cultural unit" was introduced into scientific use by V.V. Vorobiev. A linguistic cultural unit is a complex inter-level unit that expresses the dialectical unity of linguistic and non-linguistic (conceptual or subject) content. Vorobiev defines it as a set of language signs, their content, and cultural meaning [11;p.18]. Linguistic cultural units can manifest in various aspects related to the speech situation and objective reality. Concepts like "non-equivalent words" and "gaps" are significant both for linguistics and cultural studies. If a word in one language has no equivalent in another, it is considered non-equivalent, and a gap arises in the other language. Non-equivalent words typically express concepts inherent to the culture of a particular people and represent units of linguistic cultural studies, known as linguistic cultural units [12; pp. 78-82].

Assessing students is an important stage, as evaluating pragmatic competence is the final stage in the development of a language course. Assessment is an integral part of the educational process, with students undergoing testing at the beginning and end of the semester to track progress. The greatest difficulties in determining English language proficiency arise in speaking and listening skills. However, the content of pragmatic competence within the framework of the IMO (International Communication Studies) course is reflected in final results across all four skills, with success being directly linked to these results. On the other hand, the development of pragmatic competence within an English course focused on reading and translation shows that most students find the tasks aligned with their needs and convenient. This is supported by research from Hutchinson, who asserts that the use of specialized vocabulary, teaching materials, and thematic texts relevant to students' specialization positively influences their results.

Professional Qualities of Students and Pragmatic Competence

The research also emphasizes the importance of developing students' professional qualities through their language knowledge. These qualities, such as responsibility, reliability, the ability to interact, and independent decision-making, are essential for enhancing their work effectiveness and achieving professional success. Learning foreign languages involves developing pragmatic competence through understanding the values inherent to the cultures of the people speaking the studied language. This facilitates successful interaction between speakers of different languages. For example, a bilingual specialist acquires knowledge of two distinct pragmatic competences.



The role of the teacher in English for Specific Purposes (ESP) courses is crucial, as they help students understand complex concepts. The teacher must employ methods that most effectively contribute to the acquisition of pragmatic competence.

P. Omanov [13; pp. 13-14] in his research paid special attention to the following aspects. Students' pragmatic competences lie in the ability of communicators engaged in dialogue in English to use their knowledge and practical experience of native speakers, taking into account their social and authentic characteristics, speech behavior, and communication norms. This knowledge enables successful interaction with representatives of other languages. Developing such pragmatic knowledge and skills requires expanding linguistic knowledge based on the chosen profession, as well as studying new topics and issues of speech interaction.

A specialist communicating in English should not only thoroughly study the grammatical, morphological, and phonetic aspects of English but also have sufficient knowledge of the pragmatic life and history of the language's native speakers. This contributes to successful communication. When studying English, it is also essential to impart to students the values inherent in the scientific heritage of the people who speak that language. This ensures full-fledged relationships between speakers of different languages.

Thus, a bilingual person acquires knowledge of two distinct pragmatic competences. By participating in professional development activities, a person not only enhances their skills and knowledge but also gains satisfaction from their work, boosts their career, and contributes more significantly to the organization's activities. Most students who have completed an ESP course demonstrate high levels of confidence and satisfaction with their results. The course helps students develop communication skills, including listening, speaking, reading, and writing, and also boosts confidence in language use. The research shows that effective needs assessment helps optimize the course, making it interesting and motivating, which contributes to successful learning.

References:

1. Kasper, G & Rose, K.R. (2002). *Pragmatic Development in a Second Language*. Oxford: Blackwell.
2. Van Deyk, T.A. *Yazыk. Poznanie. Kommunikatsiya / T.A.Van Deyk. – B.: BGK im. I.A. Boduena de Kurtene, 2000. - 308 p.*
3. Axmedova, L.T. (2009). *Role and place of pedagogical technologies in professional training*. Tashkent: Fan va Texnologiya. 159 p.
4. Arden-Close, C. (1993). *Language problems in science lectures to non-native speakers. English for Specific Purposes, 12, 251-261.*
5. Vorobiev, G.A. (2004). *Web-quest technology in teaching sociocultural competence: Abstract of dissertation*. Pyatigorsk, 18 p.
6. Galskova, N.D., Gez, N.I. (2005). *Theory of foreign language teaching: Linguodidactics and methodology*. 3rd ed. Moscow: Asademiya, 336 p.
7. Zimnyaya, I.A. (2005). *Pedagogical Psychology: Textbook*. Moscow: Logos. 348 p.
8. Irisxanova, K.M. (2007). *Intercultural communicative competence and a teaching-methodical complex for non-linguistic specialties*. Moscow: MGLU "Rema", pp. 22-32.
9. Levinson, S.C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.



10. Muraveva, N.G. (2009). The concept of sociocultural competence in modern science and educational practice. Tyumen State University Bulletin, 9, pp. 136-143.
11. Vitlin, J.L., Perelman, G.I. (1993). Conference on teacher foreign language culture problems. IYASH, 2, pp. 71-75.
12. Ikonnikova, S.N. (1995). Cultural studies in the system of humanities; interdisciplinary connections. Humanitarian. Yearbook, St. Petersburg, 1, pp. 78-82.
13. Omanov, P.X. (2021). Developing students' socio-cultural competence in teaching English through authentic video materials. Tashkent: PhD thesis, pp. 13-14.