

PRAGMATICS IN TEACHING AND LEARNING LANGUAGES

Amira Alirizoyeva

*Kimyo International University in Tashkent Samarkand branch English Education
122U*

Akramova T.K

Nuridinova S.A

Scientific Advisor

Annotation: *Just as there is a biosphere where living organisms live and develop, there is also a socio-sphere where the center is a man as a social being. This socio-sphere is simply a set of social and cultural norms that tell us how to behave in a particular social group. When a person decides to learn a foreign language or, in addition to learn new linguistic system, he/she must learn a certain set of social and cultural norms that govern the communication exchanges that make up the socio-sphere.*

Key words: *pragmatic, foreign language, competence, language, communication, pragmatism, English language, culture, analyze.*

Introduction: English is the language of international communication in the professional communities of the world, and in recent years the concept of intercultural communicative sensitivity and pragmatic competence have increased. As a result, the need to develop awareness of cultural diversity and pragmatically correct use of the English language has received tremendous attention. This requires the development of training programs aimed at acquiring pragmatic skills in addition to traditional speaking, writing, reading and listening skills using work-related vocabulary and grammar.

This article examines research on language proficiency and its components, an attempt made to outline what should be integrated into the educational process for students to achieve pragmatic competence and what pragmatic competence should be.

Initially, the number of crucial questions should be answered: .

1. What is pragmatics and who introduced the concept of pragmatics?

Pragmatics is a branch of semiotics. It studies the features of the use of signs in communication the relationship of signs to the interpreter. Pragmatic factors include a wide variety of information. The very concept and term pragmatics (from the Greek root meaning 'action', 'deed', 'benefit') were introduced by the American scientist Charles Morris in the late 1930s.

2. What is pragmatism for?

In general, pragmatism aims to consider the practical consequences and real effects of each action. The essence is to evaluate a thing, idea or deed only taking into account their practicality and expediency.

3. What is the pragmatic aspect of the purpose of learning a foreign language?

The pragmatic aspect is connected with the formation of student's communicative competence, the cognitive one - with the use of a foreign language as a tool for learning a different linguoculture and, accordingly, as a means of developing intercultural competence and personality as a whole.

4. What does linguistic pragmatics study?

Linguistic pragmatics considers linguistic phenomena, taking into account factors that lie outside the language, and studies such issues as the goals of the statement, speech tactics, the meaning of the statement, the impact of the statement on the addressee, the forms of speech communication, the relationship between the participants in communication, etc. (www.nur.kz)

Pragmatic competence can be defined as a set of skills used to create or attach specific linguistic meanings to a particular situation or context. It includes:

a. strategic competence, that is how users of a foreign language resources to activate skills and abilities in order to meet the need for communication in the most complete or most economical way possible;

b. discursive competence, which refers to the ability to combine sentences or statements to create coherent, complete text;

c. functional competence, which refers to the awareness of the ability to use the rules governing the way in which language structures are commonly interpreted or in this context - "language functions" - and the ways in which these functions are usually ordered to create conversational structures (interactive scenarios or schemes);

d. evaluating the effects of using the language in the real world, such as security or efficiency.

Pragmatics in English for Special Purposes is based on the fusion of various concepts and theories, for example, the theory of speech acts, the concept of communicative competence, the principle of cooperation, the theory of politeness.

The speech act theory of J.L. Austin (1962) and later J.R. Searle (1969, 1975) concerns the ways in which words can be used to represent information as well as to perform actions. Here we consider such types of verbalization that lead to the performance of some action, such as; locative (words are used in their literal meaning), illocutionary (the actual meaning of words appears in the context), perlocutionary (words are used to cause some effect). It is especially important to pay attention to this part of pragmatics when studying how to express approval, disapproval, complain, disagree, say Yes or No, convince, paying special attention to direct and indirect speech actions. [1.2.3]

D. Hymes (1972) developed the concept of communicative competence, in which, he argued that both grammatical accuracy (including grammatical structures and the use of words) and the correct use of language (contextual accuracy) are necessary to understand the interlocutor. The learner of a foreign language must learn how to vary his/her speech in register, choose a speech act, change the emotional

content or avoid certain words, or how to "recover" the conversation in case of communication failures [4]

The principles of P. Grice (1975) include the principle of cooperation, this is, how listeners and speakers should act together in order to mutually accept each other and to be understood in a certain way. The maxims are-maximum quantity (be as informative as necessary), maximum quality (be precise and clear), maximum character (be insightful). Understanding the principle of cooperations culturally determined, but, nevertheless, these maxims describe the generally accepted traits of successful communication and can determine the success of the conversation. [5]

J. Leach (1983) created colloquial maxims of politeness; tact (maximum attention to other people's desires), generosity (maximum advantage for others), approbation (maximum approval of others), modesty (minimization of self-praise), consent (maximum consent), sympathy (maximization sympathy for others). What may be considered polite in one culture may be downright rude in another, but by focusing on the process of interpreting the impact on the listener rather than the speaker, unproductive communication can be corrected if these principles are followed. [6]

The study of pragmatics examines the abilities of "language users" to match statements with the context in which they are found. This process aims to make it easier for learners to feel that they can find socially acceptable language for the situations they face.

Pragmatics covers speech acts, colloquial structure, discourse organization and sociolinguistic aspects of language use. The purpose of teaching pragmatics is not to insist on compliance with a particular language normal, but rather to help students become familiar with the target set of pragmatic techniques and practices in the target language. This allows learners to maintain their own cultural identity and fully participate in communication in the recipient language. [7]

Conclusion

Pragmatic analysis has led us to analyze language from a functional point of view that can only be represented cross-culturally. We see that regulate the linguistic choices of native speakers in communication exchange. Deciding who greeting, how to respond to greeting, how to respond to an utterance. these are the interaction styles of each language. Thus, we must expand the concept of pragmatic content. It cannot remain within the "usage and customs" of peoples, nor in the often simplified contextual information. To facilitate the development of pragmatic competence at the intermediate level of learning a foreign language, we should give exercises in which their components are closely related.

REFERENCES:

1. Austin J.L. How to do things with words. - Cambridge (Mass.) 1962. p168
2. Searle J. Speech Acts: An essay in the philosophy of language. - Cambridge University Press,1968. p203
3. Searle J. Indirect Speech Acts // Syntax and Semantics, 3: Speech Acts (Eds. P.Cole & J.L.Morgan). - New York: Academic Press,1975. p59-82
4. Hymes D.H. On Communicative Competence // Sociolinguistics (Eds J.B Pride & J.Holmes). - Baltimore,USA: Penguin Education, Penguin books Ltd, 1972. p269-293
5. Grice P. Logic and conversation //Syntax and semantic, 3: Speech Acts (Eds P.Cole & J.L.Morgan). - New York Academic Press 1975. p41-58
6. Leech G. Principles of pragmatics. - Routledge, 2016. p249
7. A.G.Orlov Modern English speech. M:High.school, 1991. p238