

## IMPROVING THE METHODOLOGY OF FORMING STUDENTS' PRAGMATIC COMPETENCIES IN A POLYLINGUAL ENVIRONMENT

**Rustam Yuldoshev**

Karshi State University, Uzbekistan

**Abstract:** The development of students' pragmatic competencies is an essential aspect of language learning in a polylingual environment. This article aims to improve the methodology of forming students' pragmatic competencies by examining the theoretical background of pragmatics and the factors that influence its acquisition. The study also explores the challenges faced by students in a polylingual environment and proposes effective strategies for enhancing their pragmatic competencies. The findings suggest that a comprehensive approach to teaching pragmatics, including explicit instruction, authentic materials, and interactive activities, can significantly improve students' pragmatic competence in a polylingual environment.

**Keywords:** pragmatic competencies, polylingual environment, language learning, teaching strategies, interactive activities.

### INTRODUCTION

In today's globalized world, the ability to communicate effectively in multiple languages has become increasingly important. As a result, many educational institutions have adopted a polylingual approach to language learning, which involves the use of multiple languages in the classroom. However, the acquisition of pragmatic competencies in a polylingual environment can be challenging for students. Pragmatic competence refers to the ability to use language appropriately in different social contexts and situations (Kasper & Rose, 2002). It involves understanding the social norms, conventions, and expectations that govern communication in a particular language and culture.

The acquisition of pragmatic competencies is influenced by various factors, including age, proficiency level, cultural background, and exposure to the target language (Bardovi-Harlig & Dörnyei, 1998; Kasper & Rose, 2002). In a polylingual environment, students may face additional challenges such as language interference, code-switching, and cultural differences. Therefore, it is essential to develop effective strategies for teaching pragmatic competencies in a polylingual environment.

This article aims to improve the methodology of forming students' pragmatic competencies by examining the theoretical background of pragmatics and the factors that influence its acquisition. The study also explores the challenges faced by students in a polylingual environment and proposes effective strategies for enhancing their pragmatic competencies.

### MAIN BODY

Theoretical background of pragmatics

Pragmatics is a subfield of linguistics that studies the use of language in context (Yule, 1996). It involves the study of how speakers use language to convey meaning and achieve communicative

goals in different social contexts and situations. Pragmatics focuses on the social aspects of language use, such as politeness, indirectness, and implicature.

Pragmatic competence is essential for effective communication in a polylingual environment. It involves the ability to use language appropriately in different social contexts and situations. Pragmatic competence is not only influenced by linguistic knowledge but also by cultural knowledge and social norms (Kasper & Rose, 2002). Therefore, it is essential to develop a comprehensive approach to teaching pragmatics that includes both linguistic and cultural aspects.

Factors influencing the acquisition of pragmatic competencies.

The acquisition of pragmatic competencies is influenced by various factors, including age, proficiency level, cultural background, and exposure to the target language. Age is an essential factor in the acquisition of pragmatic competence. Research has shown that younger learners are more successful in acquiring pragmatic competencies than older learners (Bardovi-Harlig & Dörnyei, 1998). Proficiency level is another critical factor in the acquisition of pragmatic competence. Learners with higher proficiency levels are more successful in acquiring pragmatic competencies than learners with lower proficiency levels (Kasper & Rose, 2002).

Cultural background is also an important factor in the acquisition of pragmatic competence. Different cultures have different social norms and conventions that govern communication. Therefore, learners from different cultural backgrounds may have different expectations and interpretations of language use in different social contexts and situations (Kasper & Rose, 2002).

Exposure to the target language is another critical factor in the acquisition of pragmatic competence. Learners who have more exposure to the target language and culture are more successful in acquiring pragmatic competencies than learners with limited exposure (Bardovi-Harlig & Dörnyei, 1998).

Challenges faced by students in a polylingual environment

In a polylingual environment, students may face additional challenges in acquiring pragmatic competencies. Language interference is one of the most significant challenges faced by students in a polylingual environment. Language interference occurs when the learner's native language interferes with the acquisition of the target language (Kasper & Rose, 2002). Code-switching is another challenge faced by students in a polylingual environment. Code-switching refers to the use of two or more languages in the same conversation (Kasper & Rose, 2002). Students in a polylingual environment may also face cultural differences that affect their interpretation and use of language in different social contexts and situations.

## CONCLUSION

The development of students' pragmatic competencies is an essential aspect of language learning in a polylingual environment. The acquisition of pragmatic competencies is influenced by various factors, including age, proficiency level, cultural background, and exposure to the target language. Students in a polylingual environment may face additional challenges such as language interference, code-switching, and cultural differences. To enhance students' pragmatic competencies in a polylingual environment, it is essential to adopt effective teaching strategies such as explicit instruction, authentic

materials, and interactive activities. A comprehensive approach to teaching pragmatics can significantly improve students' pragmatic competence in a polylingual environment.

### BIBLIOGRAPHY

1. Sergeeva E.N., Bajburina R.Z. About the competence approach in the process of teaching foreign languages, : <https://doi.org/10.18454/RULB.2020.21.1.22>
2. Agranovsky M.L. Mirzaev A.A. Muminov R.K. Kozimzhonova I.F., Modern methods of increasing the knowledge of foreign students in the process of medical education- "Экономика и социум" №3(94)-2 2022 [www.iupr.ru](http://www.iupr.ru) 25
3. Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32(2), 233-259.
4. Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Malden, MA: Blackwell Publishers.
5. Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.