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THE IMPORTANCE OF DEVELOPING PRAGMATIC COMPETENCE IN TEACHING ENGLISH IN UZBEK CLASSROOMS

Annotatsiya: sinflarida ingliz tilini o'qitishda pragmatik kompetentsiyani rivojlantirishning ahamiyatini o'rganadi. Muvaffaqiyatli muloqot va o'zaro ta'sir uchun pragmatik kompetentsiya, ijtimoiy kontekstda tildan samarali foydalanish qobiliyati juda muhimdir. Ingliz tili global muloqot uchun tobora muhim ahamiyat kasb etayotgan O'zbekistonda talabalarni pragmatik ko'nikmalar bilan jihozlash ularning akademik va kasbiy kelajagi uchun zarur.

Kalit so'zlar: pragmatik kompetentsiya, ingliz tilini o'rgatish, nutqiy harakatlar, tilni bilish, haqiqiy materiallar, ta'lim strategiyalari, muloqot qobiliyatlari.

Аннотация: рассматривается важность развития прагматической компетентности при обучении английскому языку в классе. Прагматическая компетентность, способность эффективно использовать язык в социальном контексте, необходима для успешного общения и взаимодействия. В Узбекистане, где английский язык становится все более важным для глобального общения, приобретение студентами прагматических навыков необходимо для их академического и профессионального будущего.

Ключевые слова: прагматическая компетентность, обучение английскому языку, речевые акты, знание языка, аутентичные материалы, образовательные стратегии, коммуникативные навыки.

Abstract: examines the importance of developing pragmatic competence in teaching English in classrooms. Pragmatic competence, the ability to use language effectively in a social context, is essential for successful communication and interaction. In Uzbekistan, where English is becoming increasingly important for global communication, equipping students with pragmatic skills is necessary for their academic and professional future.

Key words: pragmatic competence, teaching English, speech acts, language knowledge, authentic materials, educational strategies, communication skills.

INTRODUCTION

As a result of examining the speech realization of the language in the context of accompanying speech paradigms (physiological, spiritual, professional, ethical, aesthetic, cultural, speech situation - speech conditions, speech style), an assessment of the influence and role of language modifiers, the social value and impact of speech A scientific description is given to the significance of mystery - creativity. It is true that language learning and teaching has been the focus of much debate and research by scholars in the last decade, as foreign language acquisition has seen a new phase of development. It's no secret that today each of us has a desire to learn an international language, because language is an example of a key that opens doors to opportunities in the world community. Taking into account the points mentioned above, teachers are developing the easiest and most effective ways to learn a second foreign language, one of which is the development of language competence. The system of teaching foreign languages   in modern higher education institutions is developing in accordance with the requirements of modern society and the conceptual foundations of

the modern theory of higher education. This directs him to the ideas and integration of lifelong learning. At this point, several topical methodological issues such as international standards of knowledge of foreign languages, formation of students as autonomous subjects of the educational process, formation of educational goals based on competencies appear. The following article examines the term "competence" and its types, as well as its importance in language acquisition. As for the brief definition of "competence" in linguistics, it means that a person is consciously aware of the rules governing the formation of speech in a language. There are linguistic, pragmatic, sociolinguistic and strategic types of competence in linguistics. Today, English is the language of globalization, international communication, trade and commerce.

LITERATURE ANALYSIS AND METHODOLOGY

Language learning is motivated by music, mass media, virtual world, etc. As Richards (2001) points out, English is no longer seen as the property of the English-speaking world, but rather as an international commodity, and English is sometimes referred to as the international language of the world. Recent methods and approaches to teaching English as a second language have increased the emphasis on English as a practical tool and world commodity rather than for cultural enrichment.

Due to such circumstances, the approach preserved in the new millennium was based on many principles of communicative language teaching. In fact, the principles of this approach are as follows:
• Language learning is a communicative competence
 • Learners learn by using language to communicate
 • Fluency and accuracy are important keys to authentic and meaningful communication.

According to Leech (1974), Charles Morris introduced the first modern definition of pragmatics, and since then many other experts have continued to conceptualize this area of   linguistics. Morris originally defined pragmatics as "...the discipline that studies the relations of signs to their interpreters, while semantics is the study of the relations of signs to the objects used as signs" (cited in Leech, 1974, p. 172). Casper (1993) defined the term as "the study of human understanding and the meaning of linguistic action in context" (p. 3). Here, words are present in action and context, two important elements of speech act in language. Linguistic activity, as Casper used the term, refers to the learner's ability to speak. It also focuses on comprehension and expression, which is perceived to be particularly different for English as a second language learners.

Pragmatic competence refers to the ability to understand, express and convey meanings that are correct and appropriate to the social and cultural conditions in which communication takes place. Blackman (cited in Barron, 2003, p. 173) defined pragmatic competence as an element of communicative competence, placing pragmatic competence as a part of illocutionary competence along with the combination of speech acts and speech functions and the correct use of language in context. Simply put, pragmatics is about culture, communication, and intercultural communication in foreign languages.

RESULTS AND DISCUSSION

In order for second language learners to acquire pragmatic competence, they must acquire cultural understanding and communication skills. We do not learn from experience. We learn by reflecting on experience." (Dewey, 1938, p. 13) Dewey makes a simple but powerful point: experience is not the source of learning, but rather the reflection of experience on our minds. The Four Eyes of Language Learning writing, reading, listening and speaking skills do not occur in isolation from communicative texts or activities Good pragmatic competence for the language learner.

1.   The goals and tasks of the language course should be created in such a way that it helps to develop and improve the communicative competence of the learners, and the main goal of learning as a second language is to ensure fluency and accuracy of written speech. models of communication methods, first of all, the language teacher and the student should pay attention to the following:

designing communicative activities that help to develop communicative competence (1983:346) summarizes as 'competence' in language teaching: a) intuitive mastery of language forms. b) intuitive mastery of linguistic, cognitive, effective and socio-cultural meanings expressed by language forms. c) ability to use language with maximum attention to communication and minimal attention to form. d) creativity of language use. Obviously, the term competence invites both the teacher and the student to develop linguistic and sociolinguistic skills in order to achieve perfect and fluent communication.

2.   It is necessary for the language teacher to use the language pragmatically, coherently and functionally in order to achieve communicative goals while developing the course material to interest and engage the students. Erton (1997:7) states, "The function of language tools is to learn how to use language. For example, what purposes language serves for us. How the language community achieves this, that is, speaking, listening, reading and What is the purpose of the language skills in writing? shows a good level.The grammar of the target language should not be taught separately.Learners should be able to apply the acquired language knowledge.

3.   There are a number of activities that are useful for the development of pragmatic competence. In addition, the need for them to focus on the importance of competences in the acquisition of the language they are learning behavior means social behavior. Pragmatic competence can be developed by providing students with exercises that reflect real-life situations. For example, situations such as shopping in a store or communicating in restaurants. Encouraging students to take on different roles helps improve their communication skills. Through this method, students are prepared for real-life situations. By learning the cultural nuances of the English language, students get to know other cultures and this helps them in the process of communication. Understanding cross-cultural differences helps reduce ambiguities. Classroom discussion and brainstorming processes develop students' skills in expressing their opinions and communicating effectively with others.Authentic English texts, videos, and audio materials allow students to learn real-life communication styles.

CONCLUSION

In conclusion, establishing pragmatic competence is an important factor in teaching English. This includes not only using the language correctly, but also understanding the context in the communication process. It helps to develop pragmatic competence in teaching English in the context of Uzbekistan, improve students' communicative skills and enable them to communicate successfully in the global environment. For this, teachers need to use innovative approaches and methods to make the teaching process more interesting and effective.

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