

ROLE OF PRAGMATIC COMPETENCE IN ENGLISH LANGUAGE TEACHING

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Annotation: *The study of pragmatics is about how individuals use language to accomplish communication goals, transmit meaning beyond the literal definition of words, and ascertain the intended meaning of others' words. The social and cultural environment in which language is employed, as well as the speaker's and listener's knowledge and beliefs, are all taken into consideration by pragmatics. It also includes the study of nonverbal cues like body language and facial expressions that can add meaning to spoken words. Overall, pragmatics aids in our understanding of how individuals use language to effectively communicate in a variety of settings.*

Key words: *pragmatics, communication, language development, social cognition, L2*

Аннотация: *Изучение прагматики того, как люди используют язык для достижения коммуникативных целей, передачи значения за пределы буквального определения слов и установления предполагаемого значения чужих слов. Социальная и культурная среда, в которой используется язык, а также знания и убеждения говорящего и слушающего — все это принимается во внимание прагматиками. Он также включает в себя изучение невербальных сигналов, таких как язык тела и выражение лица, которые могут придать смысл произнесенным словам. В целом, прагматика помогает нам понять, как люди используют язык для эффективного общения в различных условиях.*

Ключевые слова: *прагматика, общение, языковое развитие, социальное познание, L2.*

In a second/foreign language, pragmatic competence refers to the ability to use the structural repertoire of the target language (grammar, lexis, prosody, etc.) in context and to understand the L2 in a context and to achieve one's communicative goals. (Barron 2003: 10). Such competence includes, on the one hand, the acquisition of pragmalinguistic skills, that is, the linguistic forms that the L2 offers to realize specific intentions; and on the other hand, sociopragmatic



skills, that is, knowing which language forms are appropriate to use in social situations. Accordingly, pragmatic competence refers to the ability to apply word and structure knowledge acquired in L2 in real communicative encounters to understand oneself and others.

It supports the flow of conversation and establish and maintain social relationships. As such, it is a key aspect of communicative competence and has long been placed alongside grammatical competence in the description of foreign language skills (e.g. Bachman and Palmer 1996). Consequently, pragmatic competence cannot and should not be taken into account in language teaching. The importance of targeting pragmatic competence in language teaching is further emphasized in research on the relationship between pragmatic development and the development of grammar and vocabulary skills. Most studies confirm that pragmatic competence does not develop automatically along with lexico-grammatical competence, and that even very advanced learners make pragmatically incorrect responses without specific instruction Glaser (2014) reports on advanced learners who, despite having studied English for over ten years, had never been specifically taught the pragmatic aspects of correct language use, and thus used a range of non-targeted pragmatic patterns despite having high lexico-grammatical knowledge. In a study by Pfingsthorn and Flöck. It was found that intermediate English teachers, despite being generally advanced L2 users, have significant difficulties in successfully identifying pragmatic violations. L2 development. This is the most suitable skill level for PELT, as young learners are usually beginners. It has long been established that beginning learners can be successfully taught pragmatic events selected according to their level of language proficiency (Kasper 1997). Although most recent research has been conducted with older students, previous research on younger students points in the same direction. Report of a practical intervention study for 9-year-old children. Tokyo succeeds in increasing the practicality of her young EFL learners Consciousness. Lee (2010) showed in a cross-sectional study of her EFL learners aged 7, 9, and 12 that their decoding skills were clearly developed.

In the words of Mr. Starnaker, pragmatics is “the study of speech acts and the contexts in which they occur.” The purpose of the pragmatics lesson is to give the learner a feeling that he or she can do something. Finding socially appropriate language for the situations encountered. As part of second language learning and education includes the pragmatics of speech acts, the structure of discourse, the implications of discourse, sociolinguistic aspects of speech management, discourse construction, and language use choice of address format.



Teaching pragmatics is simply observing language. Students have shown that they need it, and this shows that teaching pragmatics can be successful. Kasper and Schmidt (1996) further found that learners differ significantly from native speakers in the areas of conversational functions and conversational skills such as language use, performance and understanding of specific speech acts, greetings and farewells. The aim of pragmatics education is not to promote adherence to specific norms of the target language, but to help learners become familiar with a range of pragmatic devices and practices in that language. Target language. Such education allows students to maintain their cultural identity (Kondo) and participate more fully in communication in the target language, while gaining better control over intended forces and consequences. .post The first challenge is to enable students to observe this language Some verbal acts, such as offers, refusals, and apologies, are often interpersonal, so that students are not directly involved in the conversation. They may not be able to follow the language. As Mr. Garrow points out, even in the continuation of the conversation, English is used to move the speaker forward, to show understanding, to support, to express agreement, to add to, or to modify is to express a strong emotional response. Requires a certain level of knowledge on which to base a request for speaker information or additional information. Berry also discusses the importance of learning how to turn things around, pointing out that what sounds polite in one language may not sound polite (or unrecognizable) in another. The second issue is mindfulness. Some features required for language and usage are so subtle that readers may not immediately notice them even if they are included in the input. For example, spinning in front of a speaker. The sound you make when you actually say “goodbye” and encourage other speakers to keep moving. Readers ask, “Can you do it?” may not immediately understand the difference between the requirements. (directed at the speaker) and “Can you do that?” (listener-directed) questions. Emphasizing language features and using language can convey information to students.

Conclusion. Pragmatic competence refers to the ability to comprehend, construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs.



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