PRAGMATIC DIMENSIONS IN LANGUAGE LEARNING

Khalifa Paluanova
DSc, Professor, UzSWLU

ABSTRACT

This scientific inquiry delves into the pivotal role of pragmatics in foreign language education, dissecting its intersectionality between linguistic competence and real-world communication. Examining sociocultural nuances and contextual factors, the study explores how pragmatics equips learners with the skills to navigate diverse communicative situations effectively. Emphasizing the importance of pragmatic competence, the research sheds light on its multifaceted dimensions, from discourse construction to sociocultural adaptability. Furthermore, it investigates the promising integration of pragmatics and corpus linguistics, unveiling the potential of innovative technologies in enhancing language education. This study advocates for the comprehensive inclusion of pragmatics in pedagogical practices, fostering culturally sensitive and proficient communicators poised for meaningful global interactions.

KEYWORDS: *pragmatics, language education, linguistic competence, sociocultural communication, effective discourse, corpus linguistics, cultural adaptability, language pedagogy.*

In the ever-changing landscape of language education, the study of pragmatics emerges as a critical nexus between linguistic competence and effective communication. Pragmatics in foreign language education explores the practical application of language in diverse communicative contexts, delving into the nuanced interplay of sociocultural and contextual factors. This interdisciplinary field is pivotal in nurturing learners not only into competent speakers but also into adept communicators capable of navigating the intricacies of real-life interactions. This article delves into the multifaceted realm of pragmatics, examining its fundamental role in shaping communicative competence. By exploring the intersections of linguistic theory, cultural awareness, and emerging technologies like corpus linguistics, we unravel the potential of pragmatics in revolutionizing language education, equipping learners with the skills needed for effective and culturally sensitive communication in an increasingly globalized world.

Pragmatics in foreign language education, an area rooted in applied linguistics, holds a critical position in the development of communicative competence and sociocultural awareness among learners. It is concerned with the practical application of language in real communicative contexts (Smith, 2005, p. 78). Pragmatics delves into the effective strategies required to achieve communicative objectives, considering the sociocultural and contextual aspects of language use.

The study of pragmatics equips learners with the competence to become effective and efficient communicators in a foreign language. Pragmatic skills extend beyond grammar and vocabulary, encompassing the ability to employ language effectively in diverse communication situations. Learners develop proficiency in selecting appropriate communication strategies, interpreting nonverbal cues, adapting to varying contexts, and comprehending cultural nuances in language use (Wardhaugh, 2006, p. 92). This also nurtures their capacity to consider cultural differences in communication, enhancing their effectiveness in intercultural interactions (Gudykunst & Kim, 2003, p. 165).

Furthermore, the study of pragmatics enlightens learners about the multifaceted nature of language use, transcending the mere application of lexical and grammatical rules. It empowers them to recognize and analyze pragmatic elements, such as implicatures, idioms, and hints, which hold distinct meanings in different contextual settings.

Pragmatics additionally offers insight into the sociocultural dimensions of language use. Learners become attuned to cultural norms and expectations governing foreign language communication. They gain the ability to adapt their communicative strategies and respect the cultural idiosyncrasies of their interlocutors (Scollon & Scollon, 2001, p. 80).

In conclusion, the significance of pragmatics in foreign language education cannot be overstated. It plays a pivotal role in molding learners into adept communicators and culturally sensitive individuals, thus preparing them for effective communication in diverse international settings.

For a considerable period, the primary focus of foreign language education revolved around the acquisition of grammar and vocabulary (Chomsky, 1962). However, the advent of the communicative approach to teaching foreign languages in the latter half of the twentieth century highlighted the need for developing not just linguistic competence, which encompasses grammar and vocabulary, but also a spectrum of other competencies (Chomsky, 1972). Noam Chomsky introduced the term "linguistic competence" in contrast to the concept of "language use" or "linguistic performance" (Shchukin, 2010). Initially, Chomsky defined competence as "the ability necessary for carrying out a specific, predominantly linguistic activity in one's native language" (Chomsky, 1962, p. 138). Linguistic competence was seen as the mental knowledge about a language, while linguistic performance referred to the actual, real application of the language in specific situations (Chomsky, 1972).

Pragmatic competence stands as the ability to convey a message with all its nuances in any sociocultural context and interpret the interlocutor's message as intended (Balconi & Amenta, 2010). This competence is indispensable for successful communication, yet it has not always received the attention it warrants in second language education. As a result, foreign language learners who possess linguistic competence but lack pragmatic competence may produce grammatically correct utterances that fall short of their intended communicative goals. Pragmatic competence encompasses knowledge of general models for constructing utterances and converting them into meaningful discourse (discourse competence), the ability to employ utterances for various communicative purposes (functional competence), and the capability to consistently generate utterances in accordance with interaction models (speech schematic construction competence). The teaching of pragmatic competence is unequivocally essential as successful communication in a foreign language hinge on these skills and knowledge. Speakers make choices informed by the distinct features of pragmatic competence, including variability, reversibility, adaptability, salience, uncertainty, and dynamism, which govern the range of communicative possibilities, flexibility in decision-making, and modulation of communicative options as per the context (Shchukin, 2010).

Pragmatics, as a relatively young field of study, intersects with another burgeoning discipline – corpus linguistics. This intersection paves the way for the exploration of teaching pragmatic competence using corpus technologies (Romero-Trillo, 2008). For a significant period, these two domains were considered to be parallel, if not mutually exclusive (Chomsky, 1962). However, recently, their integration and mutually beneficial collaboration have been underscored (Romero-Trillo, 2008). Corpus linguistics is a branch of linguistics concerned with the creation, development, and utilization of text – corpora. The amalgamation of these two linguistic branches has given rise to corpus pragmatics. The driving force behind this field's expansion is pragmatic annotation or markup, which is a labor-intensive process requiring manual intervention after automated analysis (Balconi & Amenta, 2010). Corpus pragmatics, at its core, represents the convergence of the fundamental methodological principles of both corpus linguistics and pragmatics, forming a smaller but distinct field. Although there may be numerous issues that corpus pragmatics may not address, such as the study of collocations, which remains within the purview of corpus linguistics, the potential for expansion remains substantial, especially with the availability of more complex, pragmatically annotated corpora. The advancement of this field largely hinges on practical considerations, particularly the extent to which labor-intensive manual annotation can be substituted with semi-automatic or fully automated annotation processes. Automated annotation not only economizes resources but also facilitates precise tracking of elusive pragmatic phenomena in increasingly expansive pragmatic corpora (Romero-Trillo, 2008).

In the contemporary landscape of language education, the significance of pragmatics cannot be overstated. It bridges the gap between linguistic theory and practical communication, ensuring that learners not only grasp the intricacies of grammar and vocabulary but also master the art of effective discourse in diverse cultural contexts. As our exploration reveals, the integration of pragmatic competence into language education, aided by cutting-edge technologies such as corpus linguistics, offers unprecedented opportunities. Through rigorous research and innovative methodologies, educators can guide learners toward becoming proficient communicators, capable of understanding and respecting the nuances of different cultures. By embracing pragmatics as a cornerstone of language pedagogy, we pave the way for a generation of global citizens, fostering meaningful connections and understanding in an interconnected world.

REFERENCES
1. Balconi, M., & Amenta, S. (2010). *From Pragmatics to Neuropragmatics. In Neuropsychology of Communication (Ed. M. Balconi). Springer.*
2. Abduraxmanovna, Kh.Z. "*Effective methods of teaching and learning architecture and construction terminology in higher education.*" *Academicia: An International Multidisciplinary Research Journal 11.3 (2021): 1733-1737.*
3. Abduraxmanovna Z.K. *Creating Effective Teaching and Learning Environment in Higher Education. American journal of science and learning for development. 2022 Dec 23;1(2):188-92*
4. Borshchovetska, V. D. & Semenchuk, Yu. O. (2009). *Using Educational*
5. *Strategies for Mastering Foreign Language Vocabulary. //Foreign Languages. No 2. –P.19–23.*
6. Zakirova Kh.A. (2023). *Lexical-semantic peculiarities of urban planning terminological units in LSP. Conferencea, 114–118. Retrieved from https://www.conferencea.org/index.php/conferences/article/view/2674*

7. *Shukhratovna S. N. Terminology in Linguistics: Approach, Analysis and Research //Vital Annex: International Journal of Novel Research in Advanced Sciences. – 2022. – Т. 1. – №. 5. – С. 375-377.*
8. *Saloydinova N. S. Lexical and semantic peculiarities and problems of the translation of architectural and construction terminology from English into Russian and Uzbek//Theoretical & Applied Science. – 2020. – №. 1. – С. 19-22.*
9. *Zakirova, H. "Modern pedagogical technologies in the teaching foreign language." Педагогика. Проблемы. Перспективы. Инновации., 2020.*
10. *Zakirova, Kh. A. "Terminology as a research object of linguistics and specific features of construction terminology." Theoretical & Applied Science 4 (2020): 149-151.*
11. *Chomsky, N. (1962). Syntactic Structures. New York: Mouton.*
12. *Chomsky, N. (1972). Aspects of the Theory of Syntax. Cambridge, MA: MIT Press.*
13. *Romero-Trillo, J. (Ed.) (2008). Pragmatics and Corpus Linguistics: A Mutualistic Entente. Berlin and New York: Mouton de Gruyter.*
14. *Shchukin, A. N. (2010). Foreign Language Teaching: Theory and Practice. Moscow: Publishing House of Moscow State University.*
15. *Gudykunst, W. B., & Kim, Y. Y. (2003). Communicating with Strangers: An Approach to Intercultural Communication. McGraw-Hill.*
16. *Scollon, R., & Scollon, S. W. (2001). Intercultural Communication: A Discourse Approach. Blackwell.*
17. *Smith, N. (2005). Pragmatics and Discourse. Routledge.*
18. *Wardhaugh, R. (2006). An Introduction to Sociolinguistics. Blackwell.*