

ISSN: 2450-8160

Herald pedagogiki. Nauka i Praktyka

wydanie specjalne



Warszawa
2021

Editorial Team

Editor-in-chief: *Gontarenko N.*

EDITORIAL COLLEGE:

W. Okulicz-Kozaryn, *dr. hab, MBA, Institute of Law, Administration and Economics of Pedagogical University of Cracow, Poland;*

L. Nechaeva, *PhD, PNPUI Institute K.D. Ushinskogo, Ukraine.*

K. Fedorova, *PhD in Political Science, International political scientist, Ukraine.*

Aryslanbaeva Zoya, *Ph.D. in Uzbek State Institute of Arts and Culture Associate Professor of "Social Sciences and Humanities."*

Karimov Ismoil, *Kokand State Pedagogical Institute*

Nishanova Ozoda, *National University of Uzbekistan named after Mirzo Ulugbek*

Isamova Pakiza Shamsiyevna, *candidate of pedagogical sciences, associate professor of Uzbek State World Languages University, Republic of Uzbekistan, Tashkent city.*

(wydanie specjalne) Volume-2, № 2 March 2022

ARCHIVING

Sciendo archives the contents of this journal in ejournals.id - digital long-term preservation service of scholarly books, journals and collections.

PLAGIARISM POLICY

*The editorial board is participating in a growing community of **Similarity Check System's** users in order to ensure that the content published is original and trustworthy. Similarity Check is a medium that allows for comprehensive manuscripts screening, aimed to eliminate plagiarism and provide a high standard and quality peer-review process.*

About the Journal

Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

HP publishes two issues per year, including Themed Issues. To propose a Special Themed Issue, please contact the Lead Editor Dr. Gontarenko N (info@ejournals.id). All submissions deemed of sufficient quality by the Executive Editors are reviewed using a double-blind peer-review process. Scholars interested in serving as reviewers are encouraged to contact the Executive Editors with a list of areas in which they are qualified to review manuscripts.

**ANALYSIS AND EXPERIMENTS ON TECHNOLOGY FOR THE
DEVELOPMENT OF PRAGMATIC COMPETENCE OF FUTURE TEACHERS**

Istamova Dilnoza Sadullaevna

Lecturer at the Department of English Language and Literature at
Navoi State Pedagogical Institute,
ms.istamova@mail.ru

Abstract: Pragmatic competence has become, especially in the last few decades, one of the issues that have attracted attention in this area as an integral part of language competence. This review aims to give a brief overview about the analyzes and experiments of pragmatics and pragmatic competence, the pedagogical significance of pragmatic competence, highlighting the relevant theoretical components of pragmatics in future teachers.

Keywords: analysis, experiment, pragmatic competence, foreign language education, communicative competence, future teachers.

INTRODUCTION: In the scientific and methodological literature, there is a variety of positions regarding the definition of this term and its content, and although most researchers agree on the multicomponent nature of this type of competence, their ideas about which components are dominant.

The key experiences include linguistic, speech or, in terms of a number of experiments, pragmatic and sociocultural or sociolinguistic competencies. For a number of researchers, the content of competence is expanding by highlighting the discursive, thematic, social, compensatory and educational components. In the documents developed by Europe, linguistic, sociocultural and pragmatic aspects of communicative competence are singled out as the most significant.

The fact that there is a pragmatic component in the structure of communicative competence is undoubtedly important. However, it should be noted that some scholars are of the opinion that the concept of "pragmatic" can be used as a synonym for the word "communicative", since the impact on the addressee is of paramount importance. In our opinion, the concept of communication is the broadest, in other words, the concept of pragmatics is overlapped by the concept of communication. However, this does not call into question the legitimacy of the simultaneous existence of these terms, which distinguishes among the functions of the communicative process the function of influence, that is, changes in the ideas, ideas and relations of the communication partner.

Defines pragmatics as a system of means and techniques used by the author to achieve his goals and "for the best impact on the listener in order to convince him, excite him." Considering these provisions through the prism of linguodidactics, it becomes obvious that there are no grounds for doubts about the need to single out pragmatic competence along with communicative competence.

Pragmatic competence contributes to the study of the function of language as an

instrument of thinking, given that language is a means of forming a certain thought. Finally, if the use of language is included in the content of verbal communication itself, and each communicative act contains a moment of interaction between communication partners, then pragmatic competence helps to study the main function of language - communicative.

Consequently, pragmatic competence has the right to independent existence along with communicative competence. On the basis of pragmatic competence, success is achieved in solving communicative tasks: informing, inciting, expressing opinions, evaluating, establishing contact, as well as the effectiveness of the impact of the message on the behavior of the interlocutor in the desired direction.

The formation of communicative-pragmatic competence becomes possible on the basis of strategies that include actions to master the discourse and a system of exercises adequate to the strategies:

a) preparatory, aimed at acquiring general knowledge about the content and specifics of a particular type of discourse;

b) structuring discourse, aimed at perceiving discourse, determining its structure, extralinguistic characteristics (participants in the act of communication, their goals, social and role relations, emotional mood) and recognizing intentions based on the analysis of language means;

c) imitating discourse, having a reproductive nature and developing the ability to independently reproduce discourse according to a given model, and then without it, in order to realize a certain intention;

d) creative exercises necessary to maintain the motivation and interest of students in working with regional studies material.

The conducted experiment confirmed the acceptability and expediency of the communicative-pragmatic model and showed that the inclusion of discourse in the content of teaching a foreign language helps to ensure progression through such actions as: recognition of the intention of a communicative intention in the perception of discourse; linguistic realization of intention in the generation of discourse; establishing speech contact; determination of the socio-cultural background of the situation; expressing emotions through language.

RESULTS: The use of the presented methodology will solve the problem of intensifying the teaching of the German language in the courses of a language university by increasing the motivation and expanding the speech capabilities of students.

Explicit learning, as the name suggests, allows for the unambiguous learning of structures and patterns, in our case speech actions such as requests, compliments, and agreement/disagreement. Unlike this, implicit learning refers to exposing students to the various types of speech actions mentioned above without clearly explaining the rules/patterns that govern their use.

Thus, an effective way to develop competence is to use these paths. The following example illustrates an explicit directive: The teacher first plays back video footage of

people making different types of requests;

They are then presented with a video script and asked to identify and/or repeat the required character formulas in the short video footage used.

This is followed by ranking, where students are asked to rank various sample queries in order of their immediacy.

Students are encouraged to discuss the factors that influence the preference for one particular request over others in any given context, including power, social distance, and imposition.

Compare and discuss the differences and similarities in how these factors mentioned above affect the selection of appropriate queries in students' native language and in a foreign language.

Match the different situations on the worksheet provided by the teacher with the most appropriate request form and explain the reasons for the choice.

Create a role play in groups that involves students in various social roles and speech activities.

Teachers of English as a foreign language should be aware of important nuances, direct and indirect speech acts, and speech activity. Gradually, as the level of students in the target language increases, give some relevant examples.

One important point to consider when designing pragmatic competence development activities is to maintain the authenticity and relevance of the actions. Meaningful inputs and objectives are created by matching and matching them with student interests, cultural backgrounds, and ages. As well as the possibility that students will encounter these speech events in the future. Genuine materials and tasks are really similar to real life situations that carry an essential feature of communication. They logically embrace another important aspect of teaching socio-pragmatics - contextual practice, which states that "it aims to clarify the relationship between linguistic form and communicative function. This means finding a situation in which the structure is commonly used."

CONCLUSION: Pragmatic competence can and should be developed through explicit and implied instructions, with the former predominating, using a range of activities and situations/contexts. Particular attention should be paid to the rules of social norms that differ from those that exist in the students' home cultures. After all, communication isn't just about messaging; it's also about correctly and appropriately interpreting the intentions of both parties and being able to respond accordingly. This is why integrating elements of pragmatic competence into English language curricula and lesson plans is critical.

Used literature.

1. D.S. Istamova Technology of development of socio-cultural competences in students in preparation for pedagogical activity 2021// Philadelphia, USA
2. D.S. Istamova Technology of Development of Pragmatic Competence of Future Teachers (On the Example of Scamper Technology)
3. Лутфиллаев, М. Х., & Абдуллаева, Ш. А. (2019). Вопросы разработки и внедрения программного обеспечения педагогической диагностики (на примере высших учебных заведений республики Узбекистан). Образовательные ресурсы и технологии, (3 (28)).
4. Рузметова, С. Т., & Абдуллаева, Ш. А. (2021). Использование цифровых технологий в образовании. Проблемы современной науки и образования, (3 (160)), 33-35.
5. Ш.А. Абдуллаева, (2018). Совершенствование механизмов профилактической и реабилитационной работы снижения роста правонарушений среди несовершеннолетних. Образование через всю жизнь: непрерывное образование в интересах устойчивого развития (pp. 459-464).
6. Ш.А. Абдуллаева, & М.А. Зайнитдинова, (2018). Совершенствование качества образования в системе переподготовки и повышения квалификации педагогических кадров. Научный результат. Педагогика и психология образования, 4(3).
7. I.A. Shari pova Efficiency of interactive methods of teaching a professionally-oriented English language for students of a technical university.// Theoretical & Applied Science, 2019
8. U.M. Bazarova, Sh. Suyarova Development formation of professional competence and moral education system for students of universities// Herald pedagogiki. Nauka i Praktyka, 2021
9. U.M. Bazarova The Role of Spiritual and Moral Education of Students of Technical University in the Lessons of Foreign Languages. // Philadelphia, USA-2019.-614-616s.