



## THE ROLE OF PRAGMATIC COMPETENCE IN INTERCULTURAL COMMUNICATION

Shamsutdinova L.R.

Uzbekistan State World Languages University

**Abstract.** The article examines the role of pragmatic competence in teaching foreign languages, emphasizes the importance of taking into account pragmalinguistic and sociopragmatic norms in the development of intercultural communication. Special attention is paid to the problem of interlanguage transfer and its impact on the success of communication. Examples of pragmatic difficulties caused by differences in the use of speech acts such as "advice" are presented. The study concludes that students must develop skills to use pragmatic competence in accordance with the norms of the language being studied in order to prevent communicative failures.

**Keywords:** Pragmatic competence, intercultural communication, cross-linguistic transfer, speech acts, pragmalinguistic/sociopragmatic norms

**Аннотация.** В статье рассматривается роль прагматической компетенции в обучении иностранным языкам, подчеркивается значение учета прагмалингвистических и социопрагматических норм при развитии межкультурной коммуникации. Особое внимание уделяется проблеме межъязыкового переноса и его влиянию на успешность коммуникации. Представлены примеры прагматических трудностей, вызванных различиями в использовании речевых актов, таких как "совет" в английской и русской культурах. Сделан вывод о важности формирования у студентов навыков использования прагматической компетенции в соответствии с нормами изучаемого языка для предотвращения коммуникативных неудач.

**Ключевые слова:** Прагматическая компетентность, межкультурная коммуникация, межъязыковой перевод, речевые акты, прагмалингвистические/социопрагматические нормы

**Annotatsiya.** Maqolada chet tillarini o'qitishda pragmatik kompetentsiyaning roli ko'rib chiqiladi, madaniyatlararo aloqani rivojlantirishda pragmalingvistik va sotsiopragmatik normalarni hisobga olishning ahamiyati ta'kidlanadi. Tillararo uzatish muammosiga va uning aloqa muvaffaqiyatiga ta'siriga alohida e'tibor beriladi. Ingliz va rus madaniyatlarida "maslahat" kabi nutq harakatlaridan foydalanishdagi farqlar tufayli yuzaga kelgan pragmatik qiyinchiliklarga misollar keltirilgan. Talabalarning kommunikativ muvaffaqiyatsizliklarning oldini olish uchun o'rganilayotgan til me'yorlariga muvofiq pragmatik kompetentsiyadan foydalanish ko'nikmalarini shakllantirish muhimligi to'g'risida xulosa chiqarildi.

**Kalit so'zlar:** pragmatik kompetentsiya, madaniyatlararo aloqa, tillararo tarjima, nutq aktlari, pragmalingvistik / sotsiopragmatik normalalar

In recent years, the need to develop pragmatic competence in teaching foreign languages has become increasingly urgent. Achieving language proficiency requires not only knowledge of grammatical structures but also the ability to use language forms appropriately



within a socio-cultural context. The problem of interlanguage transfer, in particular, the discrepancy between the pragmalinguistic and sociopragmatic norms of the native and the studied language, often causes communication failures. To solve this problem, it is important to develop approaches that will help students take into account social and cultural differences when learning a language.

There has been a growing emphasis on developing functional, communicative, and intercultural skills in foreign language teaching. Therefore, when improving pragmatic competence, special attention should be paid to organizing effective and thoughtful actions on the part of the teacher. It is important to take into account the structural and functional features of the language being taught at the level of communicative acceptability. In this regard, we agree with the hypothesis proposed by S.V. Pavlova, in which it is noted that the necessary action of the teacher in the classroom should be aimed at introducing into the student's mind the image of the "other", speaking a different language, in different situations and a new socio-cultural context, with different ideas about the relevance and expediency of speech actions [2;97]. As a result, it can be assumed that when applying this approach in foreign language classes, students will develop a correct understanding of the language being studied, which will affect the development of pragmatic competence.

Pragmatic competence helps the speaker and listener to ensure an adequate interpretation of speech acts, taking into account the situational relevance of the utterance, the socio-cultural context, mentality, age, education and social status of the speakers, the relevance and expediency of speech conventions. Of course, it is relevant in modern conditions of cultural dialogue [6;154]. However, in the case of a lack of formation of this competence, a speaker of a foreign language may not achieve a communicative result or face a number of communicative failures.

Based on the above, we can assume the following: ignoring the pragmatic aspect of communication leads to the fact that students, mastering language structures, do not always correlate them with a specific communicative task in a certain case [5;186]. For this reason, students may encounter a situation in which communication with a native speaker in a real speech environment will not correspond to reality. Successful communication presupposes knowledge of social norms, values, status characteristics, and communication register. It is pragmatic competence that determines the correct interpretation of the communicative intention and attitude of the interlocutor in the event that this interpretation is not always clear from the direct meaning of the language forms used or non-verbal keys [3;57].

When students have information about the norms of the language they are learning, they have all the necessary knowledge to maintain a successful communication act. However, there are situations in which students studying a foreign language subconsciously transfer the pragmatics of their native language and culture to the language being studied. The different linguistic and cultural background of communicants can lead to misunderstandings and pragmatic mistakes. The problem is as follows: what seems natural and appropriate to one side (the speaker) may be perceived as inadequate and deviating from the norm of the other side (the addressee). At the same time, violations most often mean deviations of communicative expectations [5;187].

The main factors hindering the development of pragmatic competence are interlanguage interference and interlanguage gaps [7;796]. Interlanguage interference is traditionally understood as the result of a one-sided process: the negative impact is directed from the characteristics of the native language to the studied non-native language. Meanwhile,



interlanguage gaps are understood as elements of non-verbal aspects of a "foreign" culture, causing a reaction of underestimation, rejection, disagreement, misunderstanding, which are filled by the speaker by choosing the optimal way to achieve mutual understanding, resorting to the linguistic and extralinguistic norms of the native language [7;796].

In this article, the two factors presented (interlanguage interference and interlanguage gaps) are considered as a single problem and are defined as "pragmatic failure", i.e. "pragmatic difficulty". Thus, "pragmatic failure" or "pragmatic difficulty" is a speech process in which native speakers recognize incorrect and inappropriate speech application that does not meet communicative expectations. As you know, language transfer is carried out at all linguistic levels: phonological, semantic, syntactic and pragmatic. If we talk about pragmatic failures, they can have a serious social impact, as they can negatively affect the attitude towards a person who said a phrase in a foreign language. He can be described as impolite, ill-mannered, uncooperative, deceitful and insincere [5;187]. So, the main task for the teacher should be to prevent the above-described situation in which students may find themselves in the process of a communicative act both in classroom and extracurricular time. It should be noted that in the process of improving pragmatic competence, students may encounter two types of pragmatic transference: pragmalinguistic and sociopragmatic.

Pragmalinguistic inadequacy consists in the presentation by the communicant of incorrect presuppositions regarding the meanings and conditions of use of linguistic forms used in discourse, the use of certain utterances to express communicative meanings that are not characteristic of them (or to carry out speech actions that cannot be performed through these utterances) [6;155]. As an example, let's consider the use of the speech act "advice", taking into account the pragmalinguistic norms in English and Russian. When expressing advice, the British tend to use modal and interrogative statements, imperative ones are inferior to them in frequency of use. While Russian speakers clearly prefer imperative statements with modal constructions, meanwhile, interrogative constructions are practically absent altogether. In addition, in English modal statements, the meaning of advice (you should/ you should to) prevails, in Russian— the meaning of duties (you should/ you need to). Thus, the advice to go to the doctor will differ in grammatical structure in two languages: "You probably need to go and see the dentist"; "You definitely need to go to the doctor." If the English informants used means to mitigate their impact on the addressee, widely using means of subjective modality (I think you should go to the dentist), then the Russian informants, on the contrary, intensified it (you absolutely must/you urgently need to) [4;255-258]. As a result of the analysis of these examples, it can be assumed that when expressing the speech act "advice" in English and Russian, there are different strategies for constructing grammatical forms and structures that influence lexical choice. Failure to follow these strategies often leads to a communication gap between communicants.

It should be taken into account that not only grammatical and lexical structures can cause communication failures, but also incorrect application of sociopragmatic norms. As is known, sociopragmatics studies interactive speech activity in different social contexts and situations, as well as in terms of the participation of representatives of various social groups and communities in it. Consequently, sociopragmatic errors are associated with a misconception of which communicative actions are obligatory, permissible and possible in each specific communication situation in a given culture. For example, when expressing advice in English, it should be taken into account that advice is less typical for English communicative culture than for Russian, and causes a more disapproving reaction among the British, as it is

regarded as an encroachment on privacy. Therefore, in English-speaking countries, advice is rarely given and only when asked. Native speakers explain this preference by their unwillingness to appear rude, self-confident and ill-mannered. For this reason, during the communicative act, students must adhere to the generally accepted norms of English culture in order to meet their communicative acceptability, which gives positive results at the level of communicative success.

Unlike English culture, in Russian, advice is traditionally perceived not as an invasion of privacy, but as help. It is given with the best of intentions, without fear of infringing on the interests and freedom of the interlocutor, who, understanding the good intentions of the "adviser", gratefully accepts it [4; 251-252]. The above suggests that pragmatic difficulties are mainly related to the incorrect transfer of pragmalinguistic and sociopragmatic norms from the native language to the language being studied. According to D. Cohen, the correct application of a speech act becomes possible when the speaker takes into account not only pragmalinguistic norms ("Can I take ...? "Can I take...?" "I was wondering if..." "I was wondering if..."), but also sociopragmatic (knowing where, when, to whom, and how to tell) [1;279]. Thus, speech acts are a set of speech actions in which there are pragmalinguistic and sociopragmatic transferences.

The development of pragmatic competence is a key element of successful foreign language teaching. Understanding and applying the sociopragmatic and pragmalinguistic norms of the language being studied can minimize communication gaps and increase the effectiveness of interaction in an intercultural environment. Examples of differences in the use of speech acts, such as advice in English and Russian cultures, demonstrate the need for a systematic approach to teaching pragmatic competence. It is important that teachers take into account interlanguage differences and pay attention to the formation of students' ability to adapt their speech actions to the norms of the language being studied.

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