

IN A POLYLINGUAL ENVIRONMENT PRAGMATIC COMPETENCE CONCEPT AND ITS IMPORTANCE OF DEVELOPMENT

Rustam Yuldoshev o'g'li
Karshi State university
Pedagogy faculty, doctoral student

Annotation: This article reveals a theoretical discussion about the introduction of concrete pragmatic teaching as a tool to help develop pragmatic competence in a foreign language. The concept of pragmatic competence was analyzed based on theoretical and empirical approaches. The theoretical basis of the development of pragmatic competence, which is part of the discussed communicative competence, is proven by the opinion of scientists.

Key words: pragmatics, competence, pragmatic competence, listener, intercultural, communicative, linguistics, speech.

Pragmatics was a reaction to structuralize linguistics as outlined by Ferdinand de Saussure. In many cases, it expanded upon his idea that language has an analyzable structure, composed of parts that can be defined in relation to others. Pragmatics first engaged only in synchronic study, as opposed to examining the historical development of language. However, it rejected the notion that all meaning comes from signs existing purely in the abstract space of langue. Meanwhile, historical pragmatics has also come into being. The field did not gain linguists' attention until the 1970s, when two different schools emerged: the Anglo-American pragmatic thought and the European continental pragmatic thought (also called the perspective view). Globalizing world, the importance of pragmatic knowledge is increasing is going From this it seems that English language in the world people by only information get and information deliver it's not , perhaps receptors within mutually effect to do for is used. Traditional language users English language international trade to do or academic at the conference to attend for each other with contact appeals to make aspect used kiss today cultural difference because of wrong communication prevention get for , various cultures and pragmatics with familiar to be too very important Pragmatics the word meaning comment if we give Greek *pragma*, *pragmatos* - the work , action , in speech language of units meaning work release and this of meanings to understand methods are different in other words , specific language characters system assimilating from it user and receptors by the same that's it characters to the system attitude learner science is a network . Pragmatics about main idea American scientist Ch. Piers by discussion done being again one american scientist Ch. Morris this idea developed and the term " pragmatics " . linguistics with one in line of methodology one network as to practice entered Foreign languages according to continuously education according to state education standard pragmatic to competence as follows definition given : being studied foreign in the language communicative in the situation misunderstandings appear when repeatedly ask , sorry to ask and etc. through complicated from situations out go away get ability mean holds This is it in standard discourse competence pragmatic competence to the composition entered . This is it competence oral or written in speech thoughts belongs to language tools through express mean holds Discourse competence oral or written in speech consistency in providing



linguistic signals to understand and interpretation to do skills mean holds.

Pragmatic tissue initially linguist scientists by studied and to science take entered in linguistics pragmatic competence is to the context suitable respectively from the language efficient use is the ability . Pragmatic competence more common communicative of competence main direction is considered This term in 1983 sociolinguist By Jenny Thomas included *Practical Linguistics* article , " Intercultural pragmatic failure , in it she is" known one to the goal reach and the language in context to understand for from the language efficient use ability " . Researcher , linguist Anne Barron believes that " pragmatic competence when you say known one illusions done increase for known one in the language there is has been linguistic resources to know speech of their actions consecutively aspects to know and Finally , it is known one of the tongue linguistic resources belongs to contextual to use knowing is understood ³ "

Pragmatic competence development and this competence the atmosphere Create practical lessons in training education content and given text to the content looking changed improving to go can Foreign language teaching, in particular English language in teaching of the teacher giving information (input). In the process, instructions through reinforced pragmatic aspects features will be improve. Such cases teaching the audience inside and outside learning opportunities unites of students being taught aspect about awareness increase , students attention purposeful the real events of the party to observe focus through as well as practice opportunities search , " of students pragmatic ability development for L2 teaching big potential his students from class outside occurring pragmatic from the features caution and redirect them new pragmatic strategies try to see urge " , observations about thought maintain , critical thinking and evaluation ability is formed .

Studies result that shows that Foreign their languages Pragmatic competence in contexts of learning (TFL). to develop less chance environment organize does And this own in place being studied foreign the real environment of the language , local in the language speakers with mutually connection lack of with is described . This in the field deep scientific research according to Casper (1998). According to the class mutually effect to the students English pragmatic in language competence to develop directed real communication for necessary which is «linguistic action". Work release for enough information present. These are limitations as a result saying emphasizes scientist, English language learning environment How communicative and to the students from the orientation strict view is enough level conversation practice does not provide determined. As noted , this disadvantages "... to the students in speech efficient participation reach for necessary has been speech to understand and work in release processing to give control development makes it difficult "

Pragmatics deals with utterances, by which we will mean specific events, the intentional acts of speakers at times and places, typically involving language. Logic and semantics traditionally deal with properties of types of expressions, and not with properties that differ from token to token, or use to use, or, as we shall say, from utterance to utterance, and vary with the particular properties that differentiate them. Pragmatics is sometimes characterized as dealing with the effects of context. This is equivalent to saying it deals with utterances, if one collectively refers to all the facts that can vary from utterance to utterance as ‘context.’ One must be careful, however, for the term is often used with meanings that are more limited.

Summary by doing in other words , researchers for pragmatic skills and knowledge according to teaching students with the help of study programs , syllabus and practical lesson education content structural one part as official respectively done increase need Although



pragmatic of competence different aspects according to teaching according to Suggestions there is although practical results less it is felt. Pragmatics of teaching purpose students mother in the language speaker pragmatic choices acceptance to do force not but to the students positive the evidence open give them certain contextual factors with together used different linguistic of resources informed is to do This knowledge little by little to the students linguistic language units use in the process right decision acceptance to do enable gives because they are foreign languages pragmatic competence in teaching development possible has been necessary approach the result shows.

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