



DETERMINE PRAGMATIC COMPETENCE BY LISTENING IN PRACTICAL SESSIONS

Saidova Makhsudakhon Abbasovna¹

Tashkent State University of Oriental Studies

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ABSTRACT

This article discusses completely new approaches to foreign language teaching methods, an analysis of the experience of teaching foreign languages to students at universities and institutes, and the need for students to have a broad knowledge of the grammar of the language being studied. Ignoring pragmatics in communication makes it impossible to connect the language structures that students learn in a given situation with a clear communicative goal.

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¹ Senior Lecturer of the Department of Western Languages, Tashkent State University of Oriental Studies, Tashkent, UZB

INTRODUCTION

Development of international relations and entering of the Republic of Uzbekistan into an open society have greatly affected the social status of foreign languages and inspired their study. In this light, the method of foreign languages teaching needs brand new approaches. The analysis of the experience of foreign languages teaching to students at the universities and institutes has resulted in the fact that students gained wide range of knowledge in grammar of the language studied, but their spoken language is non-expressive and has no effect to an addressed man. Ignoring pragmatics in communication is about to fail to connect the language structures that students study with a specific communicative goal in certain situation.

What does the term “pragmatic competence” mean? The analysis of the term shows that this a system of knowledge, rules of statements structuring, their integration into a semantic context, the skill to use utterances in different communicative situations in foreign language. Communicative-pragmatic tasks imply the use of socio-cultural strategies in building of spoken language based on a communicative goal. The focus of our research is an understanding of the fact that the interactive tasks are used in socio-cultural aspects to create authentic language behavior in the situation of an intercultural communication. These tasks are quite flexible and they help to make a communicative versatility of the language behavior in changing socio-cultural conditions of foreign communication. Adequate use of language structures develops the content of the very conversation and each communicative act consists of the moments of interaction between communicative partners. Thus, pragmatic competence helps to study communicative function which the main function of the language.

MAIN PART:

Researchers have found 4 functions that facilitate development of the skills of pragmatic competence of students such as reproductive-productive skill, adaptive, creative, and reproductive. Levels that develop pragmatic competence of students identified by three principal criteria, which are as follows:

1. Know how to use linguistic knowledge — accuracy in choosing phonetic, stylistic, lexical and grammatical means; socio-cultural and professional correctness; psychological and grammatical correctness;
2. Skills of solving professional problematic tasks based on the pragmatic aspect of conversation — independence in using communicative ways for expressions of pragmatic aspect; independence in choosing a backbone for solving of professional and creative tasks;
3. Mastery of means of professional occupation — accuracy in application of communicative techniques for professional tasks. Thus, main task of contemporary teacher is to teach the students accurately analyze the interlocutor’s reaction to statement and, based on the information, determine the further way of communication.

Necessity for teaching listening techniques at the foreign language classes concerned with the fact that students develop their skills of communicative competence during the

process that essential for further advance of competences belonging to another language. Teachers should instruct students listen attentively to their or other speaker's foreign language pronunciation at first lessons, getting the students accustomed to the listening. Listening comprehension skill serves as an effective means of teaching of foreign languages. It helps the students to acquire the sounds of the language studied, its phonemic structure and intonation: melodic, rhythm, and accent. Mastering the listening comprehension skills, a student during listening to the educational material listens attentively to a sounding speech. This can make a skill to anticipate semantic content of the statement and, thus, form the culture of listening both foreign and native languages. The analysis of the results confirms that the complex of exercises oriented to form grammatical competence through listening is based on the gradualist principle from the simple to the difficult. Formation of skills of the pragmatic competence is made in several stages:

a) preparatory and familiarization stage intended to study of a material on the key characteristics of different dialects.

b) training stage — introduction into the process of the teaching of listening to conditionally communicative exercises to form skills of the pragmatic competence, students educate to recognize and differentiate listening techniques;

c) stage of an active acquisition and usage of the knowledge, introduction of naturally-communicative exercises and communication with native speakers. It is also should be noted that the exercises intended to form the pragmatic competence included tasks that trained to different techniques of active and passive listening. In this way, we took the opportunity to make a small dictionary of commonly used slang words and expression of this decade.

CONCLUSION:

Thus, pragmatic competence represents one of the factors that cause a successful communicative interaction. From the pragmatic point of view, the students should be provided with knowledge on how to accurately apply the linguistic tools to make an effective influence on a partner so as the forming of the pragmatic competence is connected with an implementation of communication in different communicative situations. The process of a foreign language teaching through listening is to be provided with making real-life situations and, respectively, activation of the students' speech activity. Properly used interactive methods of teaching help to effectively solve the tasks. Modern pedagogy identifies them as the methods based on the interaction of all participants of the pedagogical process.

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