

DEVELOPING LINGUOPRAGMATIC COMPETENCE: METHODOLOGICAL APPROACHES AND STRATEGIES

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Abstract: This article outlines communicative approaches in modern language teaching and the formation of linguopragmatic competence in the process of teaching foreign languages. It also presents the methodological foundations of the linguopragmatic approach.

Keywords: Foreign language, linguopragmatic competence, approach, linguistic, skills, competence, grammatical and lexical units, communication.

Аннотация: В данной статье рассматриваются коммуникативные подходы в современном преподавании языков, а также формирование лингвопрагматической компетенции в процессе обучения иностранным языкам. Также изложены методологические основы лингвопрагматического подхода.

Ключевые слова: Иностранный язык, лингвопрагматическая компетенция, подход, лингвистика, навыки, компетенция, грамматические и лексические единицы, общение.

Annotatsiya: Ushbu maqolada zamonaviy til o'qitishda kommunikativ yondashuvlar va xorijiy tilni o'qitish jarayonida lingvopragmatik kompetensiyani shakllantirish hamda lingvopragmatik yondashuvning metodik asoslari bayon etilgan.

Kalit so'zlar: Xorijiy til, lingvopragmatik kompetensiya, yondashuv, lingvistik, ko'nikmalar, kompetensiya, grammatik va leksik birliklar, muloqot.

Introduction

In today's era of globalization, foreign languages hold significant importance. Since gaining independence, the Republic of Uzbekistan has placed special emphasis on teaching foreign languages, particularly English. The 2012 Presidential Decree No. PQ-1875 "On measures to further improve the system of learning foreign languages" introduced a step-by-step system for teaching foreign languages starting from general education schools. In 2021, Presidential Decree No. PQ-5117 strengthened the use of modern methodologies in foreign language teaching, as well as systems for training and assessing teachers.

Modern language teaching methodology is increasingly based on a communicative approach. Within this approach, language is viewed not merely as a collection of grammatical and lexical units, but as a tool used in social and cultural contexts. Therefore, the formation of linguopragmatic competence plays a crucial role in the process of teaching foreign languages.

Linguopragmatic competence refers to the learner's ability to select and use language units that are appropriate to the communicative situation, considering the social status and cultural background of the participants in communication. This article analyzes methodological approaches and strategies for developing linguopragmatic competence in language teaching, as well as normative documents related to foreign language education in Uzbekistan.

In Uzbek linguistics as well, the role of linguopragmatic competence in language teaching has been discussed. As Professor J. Jalolov emphasizes:

"It is not enough for a learner to possess linguistic knowledge; they must also be able to use language units appropriately according to the

communicative situation in their speech activity. In this sense, linguopragmatic competence is not just the correct use of language, but the ability to use it appropriately.”¹

This idea highlights Professor J. Jalolov’s view on the necessity of integrating communicative and pragmatic approaches in foreign language teaching. It also expands the methodological scope of linguopragmatics.

The development of linguopragmatic competence in language teaching involves not only mastering grammatical rules, but also the appropriate use of language within cultural, social, and communicative contexts.

According to Professor M. Mahmudova: “Linguopragmatic competence is a complex skill aimed at the correct and effective use of language in communication. Its main function is to accurately understand the speech situation and select appropriate language tools accordingly. This skill contributes to the development of intercultural appropriateness and intercultural sensitivity in learners.”²

These ideas once again emphasize the necessity of studying not only linguistic but also cultural aspects in foreign language teaching.

1. The Concept of Linguopragmatic Competence

Linguopragmatics is a branch of linguistics that studies the functional use of language units within a context. Based on this, linguopragmatic competence consists of the following components:

The ability to analyze the speech situation (who is speaking, to whom, for what purpose, and in what style);

¹ Jalolov, J. (2012). *Fundamentals of Foreign Language Teaching Methodology*. – Tashkent

² Mahmudova, M. (2018). *Foreign Language Methodology and Linguopragmatics*. – Tashkent: Publishing House of the National University of Uzbekistan.

The ability to select language units appropriate to the context;

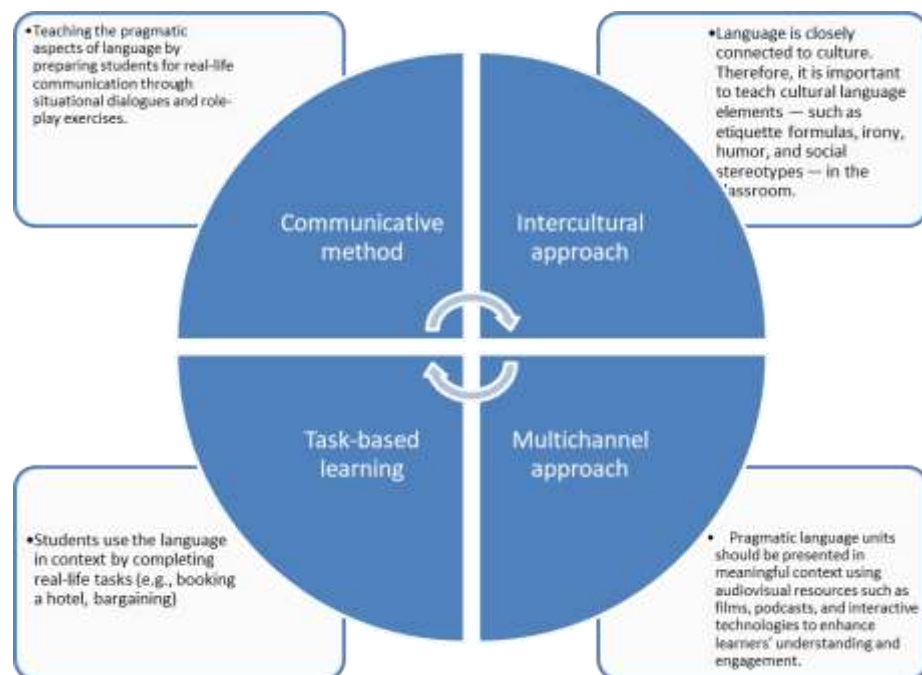
Socio-cultural competence (consideration of intercultural differences);

Strategic competence (methods of continuing communication when comprehension fails).

In international research, linguopragmatic competence is considered a component of "communicative competence" within the CEFR (Common European Framework of Reference for Languages). This highlights the importance of developing it comprehensively.

2. Methodological foundations of the linguopragmatic approach to language teaching

When learning a foreign language, it is not enough to study grammar alone. A student or learner must be able to express himself correctly and culturally in real-life communication. To achieve this, the following methodological approaches are used:



Strategies for Developing Linguopragmatic Competence

The following strategies are considered effective for developing linguopragmatic skills in language learning:

Scenario-based learning – the learner takes on roles and participates in communication based on specific dialogue scenarios;

Error analysis – learning by identifying and correcting pragmatic errors;

Reflective learning – the learner analyzes their own speech and evaluates its appropriateness;

Peer-assessment – learners analyze each other's pragmatic behaviors.

These strategies foster independent thinking, speech flexibility, and social sensitivity.

Conclusion

Developing linguopragmatic competence is an essential component of foreign language teaching. This competence enables learners to use the language not only grammatically correctly but also appropriately in communicative, social, and cultural contexts. With the help of modern methodological approaches and strategies, this goal can be achieved effectively. The legal framework for foreign language teaching in Uzbekistan strengthens the institutional foundation of this process.

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