# PRACTICAL WAYS AND EXAMPLES OF PRAGMATICS

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| Learning English language is to cultivate English learners' communicative competence. Since the pragmatic competence is an essential element of communicative competence, it should be important content with practice while teaching the language. | Pragmatics, sociocultural or sociolinguistic competences communicative competence, idiomatic expression. |

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## Introduction

Pragmatic competence is an indispensable element of communicative competence. Whoever wants to communicate successfully in a foreign language wants to promote their communicative competence, as well as their pragmatic competence. This paper begins with clarifying the definition of pragmatic competence by referring to other linguists' explanations. Then it discusses the importance of promoting language learners' pragmatic competence in communication, and tries to explore the necessity and feasibility of teaching pragmatic competence in FL teaching process. Finally, the paper proposes some tentative approaches to promote pragmatic competence in teaching English as a foreign language.

Communication is a part of any social life in which people feel the need to interact with each other for certain reasons. It is thanks to the concept of language that people can communicate with many interlocutors in a variety of settings. However, when interacting, people must follow things that go beyond words. They need to know how to say something, as well as when, where and to whom to say it. So, communication is much more than just lining up some words in a linear fashion to form a set of elements. It is assumed that language users follow some conventions, according to which their conversation will be not only meaningful, but also appropriate. This analysis of how to say things in appropriate ways and places is basically called pragmatics.

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). In linguistics and In EFT pragmatics has drawn more and more attention from both linguists and educators. People realize that pragmatics, different from other sub-disciplines of linguistics which tell how to understand and use language, tells more about how to use language appropriately.

Today, with the development of social economy and world environment, FL learners are not just content with linguistic knowledge, such as vocabulary and grammar rules. Instead, they are eager to promote their language competence, most important, pragmatic competence, so that they can use the language in communication. Therefore, a number of linguists and those who are interested in

pragmatics begin to put pragmatic theories into practice; for example, they begin to make research to find how to promote language learners' pragmatic competence.

It is known that the communicative method occupies a leading place in the theory and practice of teaching a foreign language in a language university and is aimed at the formation of communicative competence.

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 differ significantly (I.L. Beam, N I. Gez, V. V. Safonova, E. N. Solovova, D. Himes, L. Bachman, W. Ulrich, van Ek. and Trim J. L. M. and others). The key authors include linguistic, speech or, in terms of a number of authors, pragmatic (R.P. Milrud, L. Bachman) and sociocultural or sociolinguistic competences (I.L. Bim, V.V. Safonova, van Ek. and Trim J.L.M.). 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 the Council of Europe, linguistic, sociocultural and pragmatic aspects of communicative competence are distinguished as the most significant (Common Framework., 1996).

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 (Piepho H.-E., 1979: 23). 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. In this regard, the point of view of M. Croskey deserves attention, who singles out among the functions of the communicative process the function of influence, that is, changing the ideas, ideas and relationships of the communication partner (Ms Croskey J.C, 1985: 10).

**Softening a criticism** this type of pragmatic competence is exemplified in an exchange between a supervisor and a colleague who had just given a presentation. the overall feedback was positive and the feedback was not taken to be a criticism. E.g.

A: *that was great. Just one thing: I would've got everyone to introduce themselves first.*

B: *ok, well, maybe next time.*

**Idiomatic expression** within a compliment the use of idiomatic expression can also be part of a compliment. the first example was interpreted by the receiver as quite 'strong'.

A: *thanks for getting back to me about it and I hope I haven't caused any problems.*

B: *not at all, you've taken the bull by the horns*!

A: *well, I'm glad you see it that way!*

B: *Aren't you the hostess with the mostest! what a great dress*!

A: *oh, I just felt like dressing up today.*

**Compliments incorporating sarcasm** the following two utterances were heard in an exercise class and were remarks made by the instructors to a woman who had an unusually large bruise on her leg. Both utterances were meant as sarcastic and jocular in tone and led to extended jokes and speculations

about how this person had acquired such a large bruise. Interestingly, however, the real story was not told, so the extended responses to the comments seemed to be a way of avoiding an explanation.

A: *nice bruise! How did you get it!*

B: *Your bruise is coming along nicely!*

**Rejected compliments**

In this example between a mother and her seven-year-old son, the c was rejected. such a c is more likely to be used in very familiar or intimate contexts.

Mother: *My god, look at that! You got 13/15 today*!

son: *So what? lucy got 15*!

Mother: *well, I think 13 is really good, so there!*

**Compliments about ability**. An example of genuine admiration was made to a child who was performing exceptionally well at her weekly basketball game. the child was pleased, as was her mother.

Woman: *there seems to be two of you on the court!*

Child: (*Beams with pride*).

The following exchange between two female friends was also a c about ability, in this case that so much food had been prepared in one morning after working all week. the c is downplayed by the two people.

A: *You didn't do all this today, did you?*

B: *oh, no, I did some yesterday.*

This is also confirmed by the point of view of Yu.S. Stepanov, who 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, etc." (Stepanov Yu.S., 1981: 325). 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, etc.) 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; creation of a socio-cultural portrait of communicants; determination of the socio-cultural background of the situation; expressing emotions through language.

The use of the presented methodology will solve the problem of intensifying the teaching of the English language in the 1st and 2nd years of a language university by increasing the motivation and expanding the speech capabilities of students.

Explicit way of learning, as the name suggests, takes into account the unambiguous learning of structures and patterns, in our case of speech actions such as requests, compliments, agreement/disagreement, etc. In contrast, implicit learning refers to exposing learners to different types of speech the actions mentioned above without a clear explanation of the rules/patterns governing 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, in which students are asked to rank the various query examples in order of their immediacy.

☐ Students are encouraged to discuss factors that influence 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 sheet 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 the important nuances of locutionary, perlocutionary, illocutionary acts, direct and indirect speech acts, speech implicature, etc. Gradually, as students improve in the target language, give some relevant examples. To a landlady who sent him a letter saying she would be "at home" on a certain day, G. B. Shaw reportedly replied, "J. B. Show too."

This humorous example could be presented in class and students could be asked to guess: a) what the hostess meant in her letter; b) what did Bernard Shaw mean in his answer. Such exercises develop the ability of students to correctly interpret the intentions and tone of the speaker.

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, age, etc. As well as the possibility that learners will experience these speech events in the future (Hedge, 2000). Authentic materials and tasks are indeed similar to real life situations that carry an essential feature of communicativeness (Underhill, 1987). They logically embrace another important aspect of socio-pragmatics teaching, contextualized practice, according to Hedge (2000), who 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" (p. 273)

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.

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