

PRAGMATICS: THE STUDY OF HOW LANGUAGE IS USED IN SOCIAL CONTEXTS, INCLUDING THE ROLE OF CONTEXT AND CULTURAL FACTORS IN COMMUNICATION**Elmurodova Gulshoda Dilshod qizi**

A Student of Chirchik State Pedagogical University

Scientific advisor: **Khazratkulova Ezoza Ismat qizi**

Ekhazratkulova@gmail.com

ABSTRACT: The way we communicate meaning through conversation is called pragmatics. The meaning is made up of both spoken and nonverbal components, and it changes depending on the situation, the relationship between the speakers, and a host of other social variables. English is becoming a global language that links people due to its rapid expansion. As a result, even though no two English speakers speak the same language or have similar cultures, English can be thought of as their shared language. In actuality, English is spoken at many contexts and communication levels. Because of this, speakers need to be well-versed in a variety of pragmatic concepts to prevent errors and misinterpretations when speaking. The ability to understand and produce speech that is correct and suitable for the social and cultural context in which it is communicated is referred to as pragmatic competence. For all those who teach English as a second language, pragmatic competence should be the primary objective, yet it is also a difficult assignment.

KEY WORDS: Pragmatic competence, intercommunication, illocution, speech act.

Аннотация: Способ, которым мы передаем смысл в разговоре, называется прагматикой. Смысл состоит как из устных, так и из невербальных компонентов и меняется в зависимости от ситуации, взаимоотношений между говорящими и множества других социальных факторов. Английский становится глобальным языком, который объединяет людей благодаря своему быстрому распространению. В результате, несмотря на то, что нет двух англоговорящих людей, говорящих на одном языке или имеющих схожие культуры, английский можно считать общим языком для них. На самом деле, на английском говорят во многих контекстах и на разных уровнях общения. Из-за этого говорящим необходимо хорошо разбираться в различных прагматических концепциях, чтобы избежать ошибок и неверного толкования при выступлении. Способность понимать и воспроизводить речь, которая является правильной и соответствует социальному и культурному контексту, в котором она передается, называется прагматической компетентностью. Для всех, кто преподает английский как второй язык, прагматическая компетентность должна быть главной целью, но в то же время это трудное задание.

КЛЮЧЕВЫЕ СЛОВА: Прагматическая компетентность, коммуникация, иллокуция, речевой акт.

Annotatsiya: Suhbat orqali ma'noni etkazish usuli pragmatika deb ataladi. Ma'no og'zaki va og'zaki bo'lmagan tarkibiy qismlardan iborat bo'lib, u vaziyatga, ma'ruzachilar o'rtasidagi munosabatlarga va boshqa ko'plab ijtimoiy o'zgaruvchilarga qarab o'zgaradi. Ingliz tili tez kengayishi tufayli odamlarni bog'laydigan global tilga aylanib bormoqda.

Natijada, ikkita ingliz tilida so'zlashuvchi bir xil tilda gaplashmasa yoki o'xshash madaniyatga ega bo'lmasa ham, ingliz tilini ularning umumiy tili deb hisoblash mumkin. Aslida ingliz tili ko'plab kontekstlarda va aloqa darajalarida gapiriladi. Shu sababli, ma'ruzachilar nutq paytida xatolar va noto'g'ri talqinlarning oldini olish uchun turli xil pragmatik tushunchalarni yaxshi bilishlari kerak. Nutqni to'g'ri va u etkaziladigan ijtimoiy va madaniy kontekstga mos keladigan nutqni tushunish va ishlab chiqarish qobiliyati pragmatik kompetentsiya deb ataladi. Ingliz tilini ikkinchi til sifatida o'rgatadiganlar uchun pragmatik kompetentsiya asosiy maqsad bo'lishi kerak, ammo bu ham qiyin topshiriq.

Kalit so'zlar: Pragmatik vakolat, interkommunikatsiya, illocution, nutq akti.

INTRODUCTION

There are various reasons to study English these days because it is the language of globalization, international communication, trade, business, music, and the media. According to Richards (2001), English is no longer seen as the exclusive domain of the English-speaking world but rather as a global good, sometimes known as an international language. More and more approaches to teaching English as a second language emphasize the language as a global commodity and useful tool rather than as a means of enhancing cultural diversity. Because of these conditions, the methodology that has endured into the new millennium is Communicative Language Teaching. In fact, the following are the guiding principles of this strategy: The acquisition of a language is a matter of communicative ability. Accuracy and fluency are critical components of meaningful and authentic communication.

Numerous linguists have employed the term "competence" to describe various forms of knowledge in a variety of contexts. But Noam Chomsky, the founder of linguistics, coined the term competence first. He defines competence as follows in his work "Aspects of the Theory of Syntax": "The ideal speaker-listener is the primary focus of linguistic theory." In a speech community with perfect uniformity, where members are immune to grammatically irrelevant circumstances like memory loss, diversions, changes in focus or interest, and mistakes (pattern or random) when putting their language skills to use in real-world situations. Chomsky (1965:3) Subsequently, Chomsky distinguished between performance—the real use of language in real-world contexts—and competence, or the speaker's or hearer's knowledge of languages. The present study elucidated the differentiation between knowledge acquisition and its application. If the concept of "ability" is a part of this knowledge, Chomsky did not clarify. Although Chomsky did not make a clear distinction between "knowledge" and "the ability to use this knowledge" for communicative goals, it appears that he linked "competence" with "knowledge."

RESULTS AND DISCUSSION

Kinds of competencies used in language instruction.

As previously noted, the term competence and the communicative approach brought up various facets of communicative competence; these facets are all interconnected and can be grouped together under the more general term of pragmatic competence. As previously mentioned, pragmatics is a science that examines and studies both the utterance and the utterer, the action and the intention at the same time. Based on the opinions of different linguists, the competence kinds can be succinctly examined as follows in order to have a better understanding of the evolution of pragmatic competence in language instruction.

The ability to determine and utilize language in an appropriate social meaning for communication goals, as well as to interpret the social meaning of a linguistic item, is known as sociolinguistic competence. Sociolinguistic competence, according to Savignon, is the understanding of socio-cultural norms governing language and conversation. Comprehending the social environment in which language is employed is necessary, including the roles of participants, the information they exchange, and the purpose of interaction. The pragmatic competence that the speakers share in their sociolinguistic information enables them to interpret and respond differently depending on the context, as Erton (2007) goes on to explain in his article Applied Pragmatics and Competence Relations in Language Learning and Teaching. Additionally, elements like "interaction" and "culture" are present, reflecting the core ideas of both spoken and nonverbal communication.

PROFICIENCY IN INTERACTION

"Interaction entails negotiating intended meanings, i.e., adjusting one's speech to the effect one intends on the listener," according to Kramsch in her paper From Language Proficiency to Interactional Competence. It comprises determining the closed possible watch between intended, perceived, and anticipated meanings, predicting the listener's response and potential misunderstandings, and clarifying one's own and the other's intentions." According to Erton's (2007) definition, it can be concluded that interactional competence encompasses not only the application of language's structural rules but also its psycho-linguistic and socio-linguistic functions, which aid in enhancing mutual understanding and precision of the speech acts exchanged during a conversation. Therefore, the so-called "functional competence" entails the following: the capacity to discern the relationship between the question and its equivalent in a given real-life scenario; the ability to deduce the speaker's intention from observing his or her body language; awareness of the semiotic symbols used; social interaction types (e.g., greeting, farewell, introduction, etc.); the communicative functions of language; and the capacity to act appropriately and suitably.

PROFICIENCY IN CULTURE

Culture can be defined as "socially acquired knowledge," or "the knowledge that someone has by virtue of his being a member of a particular society," according to Lyons (1990:302). Therefore, the ability to comprehend and use language in a way that others within that culture would understand is a definition of cultural competency. When it comes to the central question of 'competence,' we have to ask: 'What is it an individual needs to know, in order to operate as a member of this society?'" states Le Page (1978:41). A language lives only in the competence of people who use it and see themselves as language users; the latter competence is the necessary mediating mechanism for the former. A society exists only in the capacity of its members to make it function as it does. In this context, competence is understood as a social action in motion that influences behavior in order to promote clarity and prevent misconceptions.

PROFICIENCY IN COMMUNICATION

"Communicative competence is not a matter of knowing rules for the composition of sentences and being able to employ such rules to assemble expressions from scratch as and when occasion requires," stated H.G. Widdowson (1989:135) in describing the concept. Knowing a stock of partially formed patterns, formulaic frameworks, and a "kit of rules" is

far more important than any amount of knowledge acquisition. This allows one to use the rules to make the appropriate adjustments based on the demands of the situation. According to this perspective, rules are regulative and subordinate rather than generative, and effective communication is fundamentally a matter of adaptation. Therefore, communicative competence, according to Widdowson, is the capacity to use language for communication. Language is taken into account as a tool for communication in the communicative competence. The development of four language skills and their relationships are the main topics of this competency. Grammatical competence and sociolinguistic competence the understanding of language usage rules are related to one another. Canale and Swain (1980) examined the concept of communicative competence as a mediator in this relationship.

CONCLUSION

The goal of implementing various teaching and learning strategies is to assist students in developing into more proficient, successful, and effective communicators in the target language. According to Harlow, it is crucial for educators and textbooks to emphasize to students that language is made up of more than just linguistic and lexical components. Language also reflects the social context, taking situational and social factors into account when communicating. Given that pragmatic competence is a result of combining these elements, one of the main objectives of instruction need to be the development of pragmatic ability. Pupils will be able to participate actively in real acts in the classroom and be able to act out various communication patterns. They will also have high levels of grammatical and functional competence if they possess pragmatic competence. They'll respond with accuracy, coherence, and fluency. Furthermore, their critical thinking will be encouraged by pragmatic competence.

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