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Pragmatic Approach to Teaching Foreign Language For Esp Students

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ABSTRACT

The article illustrates the issues of teaching English to students of nonlinguistic universities. Due to the fact that the development of communicative competencies is becoming one of the important aspects, education is carried out with a pragmatic approach, including a methodology that offers a solution to the problem in the close relationship of grammar, selection of vocabulary and the use of technical means.

Keywords:

nonlinguistic, approach, language foreign, pragmatic, pragmatic competence, communicative competence and communication.

Up to date, in the education system as a whole can be considered as an unstable and constantly changing sphere, and the methodology to business and oneself that exists are ineffective and not to lead to the desired changes, uncreated innovative breakthroughs, but new state educational standards are changed the established idea. In accordance with the requirements of the unified state educational standard, the main goal of language education of the students' non-linguistic universities is the development of communicative competence necessary for communication, both oral and written in target language. Success in the specialized activity of a modern individual is largely determined by his ability to carry out professional communication and depends on the degree development of communicative competence. In the process of communication in a foreign language, along with knowledge of the language, various forms of contacts with representatives of another linguistic and cultural community are great importance, which predetermine the effectiveness of communication. In every society there are certain cultural stereotypes,

speech etiquette, non-verbal means of communication developed in a specific language community, which together form a certain complex of communicative-pragmatic norms. In this regard, it is relevant and timely to teach pragmatic foreign-language business communication to future specialists in the professional sphere, the ultimate goal of which is the formation of cross-cultural professional-business communicative competence.

In modern instructions of pragmatic linguistics, as well as methodology, many researchers recognize the role of the human factor, that is, the conditions for adequate selection and use of linguistic units in order to achieve the final result, or effect the interlocutor in the process of communication. The presence of pragmatic competence is one of the factors that determine successful communicative interaction. In the process of teaching a foreign language from a pragmatic point of view, it is necessary to provide knowledge on the use of linguistic means and the formation of the ability to exert appropriate influence on the partner. Communicative competence itself is incomplete without pragmatic competence, which is one of

the components of background knowledge, in the training of a modern specialist in the field of modern requirements within the framework of the program of the direction "Foreign language in the professional sphere". Thus, it is prudent to consider communicative and pragmatic competence not as a part and a whole, but as elements that complement each other and mutually determine each other. Pragmatics describes the facts of language in the aspect of human activity, studies language in terms of its functional use, that is, the task of pragmatics is to reveal the conditions and for what purpose a person speaks in a given case. Pragmatics is interested in the circumstances, in what communicative situations, with what prerequisites, an utterance is made and whether the goals of communicative understanding are achieved. In many languages, pragmatic differences in the manifestation of formality, politeness and intimacy are revealed through phonological, grammatical, lexical and syntactic systems, thus reflecting issues related to social class, status and role. Manifestations of politeness, for example, may differ in frequency and meaning of use. In many European countries, the word "please" is not used as often as in Great Britain. The function and meaning of the word "thank you" may also differ, for example, when answering the question "Would you like some more tea?", the English word "yes" will mean "yes", while the French "merci" will mean "no". The conventions of greeting, table manners and farewells also vary greatly from country to country. The communicative-pragmatic components of intercultural competence are determined by the chosen linguistic techniques and means used by the speaker to carry out successful communication and the best possible impact on the interlocutor or interlocutors, that is, the norms of speech use [1, 120].

Based on language research in this direction, there is a problem of providing new approaches to teaching, firstly, grammar and, secondly, identifying basic lexical units at different levels, as well as leading students, centered on their formed ideas, to identifying

complex internal connections and patterns - the formation of concepts.

The scientific novelty of the research lies in the theoretical justification of the feasibility of using a pragmatic approach to mastering the grammatical aspect of oral speech, which involves the acquisition of knowledge in the process of mastering communicative skills, in the justification and implementation of the principles of organizing grammatical material to be studied in non-linguistic universities. In other words, the program for practical grammar should include such grammatical categories as situations/intentions that are related to grammatical phenomena. The insufficient development of the problem of the adequacy of the studied grammatical phenomena to the needs of oral communication, the correlation of situational, thematic, interactive components within the framework of the formation of the grammatical aspect of oral speech suggests the search for an appropriate methodological solution to the problem of teaching grammar [3, 35].

For the deep acquisition of knowledge it is necessary to form concepts and images in the process of active mental activity. In this regard, one of the most effective means is multimedia technologies. They can be used both for classroom and independent work of students, as well as for distance individual and group training. Multimedia technologies allow using visual means of various nature and expressiveness in accordance with the content of the subject being studied and the laws of psychological impact and perception. For teaching vocabulary in a multimedia complex, the following universal pragmatic methods of teaching a foreign language are used: a) demonstration; b) explanation; c) organization of training; d) organization of the use of lexical material by simulating a real situation.

We would like to consider coaching, a method that is increasingly being introduced into a wide variety of areas of education – from marketing to foreign languages, from new techniques of people management to practicing teamwork skills, some elements of which penetrated into the field of teaching foreign languages at the beginning of the current

century [4, 1]. A situation in which an experienced trainer selects leading questions, models certain situations in lessons, forcing students to independently come to the necessary knowledge, and then repeatedly consolidate them, is especially helpful in developing communication skills. Since it is difficult to acquire knowledge about the realities of the country outside the country of the language being studied, indirect contact with authentic information is the most real and in demand, which makes receptive types of activity the most significant [3, 2].

By combining all the above-mentioned methods and techniques of teaching a foreign language from the position of a pragmatic method to teaching, it is undoubtedly possible to achieve high results and train highly qualified specialists with high communicative competencies in a foreign language.

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