FORMATION OF COMPONENTS OF PRAGMATIC COMPETENCE IN A FOREIGN LANGUAGE IN STUDENTS

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Abstract: In this article, the composition of the component of pragmatic competence, which includes elements of the component of pragmatic competence in a foreign language, was determined. Approaches to the formation of the components of pragmatic competence based on the teaching of pragmatic markers were proposed.

Key words: formation of components, pragmatic competence, lexicon, grammar, structure, discourse.

Introduction: The problem of determining the place of pragmatic competence in the structure of communicative competence in a foreign language is reflected in the works of many researchers in the field of linguistic didactics.

For a long time, teaching a foreign language meant that students mastered only the grammar and vocabulary of the language being studied. However, with the emergence of a communicative approach to foreign language teaching in the second half of the twentieth century, it became possible to master not only linguistic competence (which includes grammar and lexical units), but also a number of other competencies, as in practice before.

Pragmatic competence is among them, and its place in the structure of communicative competence in a foreign language is considered below. First, we define pragmatics as a central element of pragmatic competence. Pragmatics is the study of how language is used in communication, paying more attention to how and how it is said, rather than what(s) is said.

American philosopher Ch. Morris introduced the term "pragmatics" into scientific communication. The philosopher studied it as a component of semiotics along with semantics and syntax. Semantics looks at the word outside of the situations and context of its use and questions what it means, while pragmatics, on the contrary, brings these situations to the fore.

Main part: Pragmatics, first of all, is not related to a set of rules for the correct construction and expression of sentences, but to how, in what way, and in what way the language is used in communication. Communication requires at least two parties - a speaker and a listener or a writer and a reader. Therefore, the interaction of communicators is always studied in pragmatics. So, communication is a much larger, broader phenomenon than the encoding of symbols by the speaker and their decoding by the listener. In this sense, pragmatics is "the art of analyzing the unsaid (statement,

thought)." The fundamental question in pragmatics is as follows: "What does the speaking (writing) person mean by the spoken (written) thought, and how (what) does the listener (or reader) understand it in this given situation?" The context in which communication takes place is of great importance for conclusions about what will be carried out. Depending on the activity in which it is used, communication develops in different directions.

The language user chooses a linguistic form depending on the social situation, which includes such factors as the identity of the speaker, his attitude to the listener, the type of activity and the point of view of the speaker. Inferences based on a whole set of interacting behavioral events consisting of different communication subsystems (or "modalities") that are simultaneously transmitted and received by listeners in the form of a single (usually audiovisual) image they release.

In linguistics and language philosophy, a speech act is a statement (spoken word, sentence, thought, expression) that has a performative function in language and communication. Scientist J.L. According to Austin, speech acts can be analyzed at three levels:

• locative action (act), that is, pronouncing a statement;

• illocutionary act (act): pragmatic "illocutive power" of the statement;

• perlocutionary act (act): the original factual result (effect) of the said statement (thought, word, sentence). Therefore, knowing the pragmatic norms of a foreign language ensures obtaining the desired perlocutionary action from the interlocutor, that is, ensures effective communication.

In general terms, pragmatic competence is defined as the ability to convey (give) an idea with all its nuances in any socio-cultural context and to interpret this message as planned by the speaker can be given a reef. However, it is worth observing how, in what way and in what way different scholars studied pragmatic competence and what they understood by pragmatic competence.

According to the definition given by the scientist John Leach, pragmatic linguistics (pragmalinguistics) represents the linguistic strategies and resources needed to encode and decode this illocution. For example, a linguistic strategy for constructing a request is an indirect request.

In this case, the linguistic formalization of the sentence includes the presence of a modal verb, the presence of an interrogative form, and encirclement, that is, softening the request to a certain extent. From this, we can conclude that pragmatics is more concerned with pragmatics, and is manifested individually in each language.

In order to determine how this component appeared and what it is calculated, we will consider various models of communicative competence. Some groups can be singled out among the whole variety of approaches and models that include pragmatic

competence in one way or another, proposed by foreign authors. For example, scientists V.Loughlin, J.Wayne and Y.Schmidgall study three such directions:

1) functional or discourse-oriented models;

2) component models;

3) meaning-oriented models.

A two-way interpretation of communicative competence can be found in the models of D. Hymes and M. Kanal and S. Swain. The first direction studies the communicative function as a certain set of rules and forms organized into an elegant system of knowledge. The second direction looks at this competence as the ability to use the language correctly in a specific context.

Later, scientist M.Kanal supplemented these three components with another component - discursive subcomponent. Let's take a closer look at each component.

Grammatical sub-competence includes knowledge of lexical, syntactic, morphological, phonetic, semantic and coherent rules of language use. Socio-linguistic sub-competence is divided into two areas: the ability to know and apply the rules of discourse construction and organization, and the ability to know and apply the socio-cultural rules of language use.

Scientist M. Kanal supplemented this model with the fourth component. In fact, it was not a direct filling of the model, but rather a restructuring.

According to L.F. Bachman, language competence consists of two levels of competence: organizational and pragmatic. Organizational competence includes the ability of a language user to control the formal structure of the language, to construct and recognize grammatically correct sentences, and to create a text based on these sentences. This competence includes two more components: grammatical and textual sub-competencies. The first of these two components includes competencies directly related to language use. The following competencies can be included here: knowledge of lexicon, morphology, syntax, phonology.

Text competence consists in knowing the conventions and rules of combining sentences into a text as a language unit. Text competence is expressed in the rules of matching sentences, as well as in rhetorical organization. Means of matching sentences can be, for example: reference (linking), use of linking words, lexical matching, etc. Rhetorical organization (comprehension) is related to the impact of the text on the language user. Illocutionary competence, consisting of speech acts, serves as the first component of pragmatic competence i function.

All these represent the purpose and communicative orientation of the statements, their connection in the discourse. The second element of pragmatic competence - socio-linguistic competence - refers to the issue of "how statements or sentences are connected with the features of the context of language use."

Hence, it describes the sociographic knowledge needed to appropriately match statements with a particular language usage pattern. Scientists L.F. Bachman and A.S. Palmer defined the following structural elements of this subcompetency: dialect differences, stylistic formalization, idiomatics, genre formalization, cultural references, etc.

Thus, the pragmatic component, which itself consists of several small parts, includes everything that was included in the socio-linguistic and socio-cultural components in the previously proposed models. We have distinguished five types of contextual expression of pragmatic meaning.

We called the first type contextual.

The second type is called socio-linguistic.

Socio-cultural type is the third type.

The fourth type is psychological.

The last type is rhetorical.

Although J. Purpura seems to reconstruct the components proposed in L.F. Bachman and A.S. Palmer's model of pragmatics, he expands the scope. J.Purpura adds social distance (distance), level of politeness and other concepts developed within the theory of politeness. In order to reconstruct the content of the main components of pragmatic competence, the author starts from the concept of "meaning".

Conclusion: In conclusion, pragmatic competence represents the ability to construct statements, combine them into meaning (discourse), knowledge of the set of rules, the ability to use the statement for various communicative functions, the ability to construct statements in a foreign language in accordance with the characteristics of the interaction of communicators and the socio-cultural context.

This competence is expressed in the ability to build a statement in accordance with communicative and pragmatic purpose. There are three principles on which pragmatic competence is built. The first of them is the meaning of the expressed thought (thing, event, concept, event). The second principle is the interaction of the interlocutors with each other and the context with them, and the context itself is the third principle.

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