ADDRESSING INTERCULTURAL AND FUNCTIONAL-COMMUNICATIVE CHALLENGES IN TEACHING PRAGMATIC COMPETENCE

Shamsutdinova L.R.

Doctor of Philosophy of Pedagogical Sciences,

Uzbek State University of World Languages

Annotation. *The development of pragmatic competence has become increasingly significant in foreign language education, as learners must acquire not only grammatical knowledge but also the ability to communicate appropriately across diverse sociocultural contexts. This article highlights the essential role of instructors in fostering learners' awareness of the communicative norms of the target language and in guiding them through the process of understanding the "other" in intercultural communication. It explores key barriers to pragmatic competence, such as interlingual interference, interlingual gaps, and pragmatic transfer both pragmalinguistic and sociopragmatic. Using the speech act of advice as an example, the article compares strategies used by native speakers of English and Russian, demonstrating how differences in modality, tone, and formality can impact communication.*

Keywords: *pragmatic competence, foreign language teaching, intercultural communication, speech acts, pragmalinguistic transfer, sociopragmatic norms, interlingual interference, interlingual gaps, communicative competence, language instruction strategies*

Recently, there has been an increasing need in foreign language teaching to develop functional-communicative and intercultural communication skills. Therefore, when improving pragmatic competence, special attention should be paid to organizing effective and well-thought-out actions on the part of the instructor. It is important to consider the structural and functional characteristics of the target language at the level of communicative acceptability. In this regard,

we agree with the hypothesis proposed by S.V. Pavlova, which notes that the necessary action of the teacher in lessons should aim at introducing the learner to the concept of the "other" –a person speaking a different language, in different situations, and in a new sociocultural context, with different ideas about the appropriateness and rationality of speech acts [1, 97]. As a result, it can be assumed that applying this approach in foreign language lessons will help students form a correct understanding of the language being studied, which will influence the development of their pragmatic competence.

Pragmatic competence helps both the speaker and the listener provide an adequate interpretation of speech acts, taking into account the situational relevance of utterances, sociocultural context, mentality, age, education, and social status of the speakers, as well as the appropriateness and rationality of speech conventions. Undoubtedly, this is particularly relevant in the context of cultural dialogue [5, 154]. However, in the absence of this competence, a foreign language speaker may fail to achieve the communicative goal or face a number of communication failures. Based on the above, it can be inferred that ignoring the pragmatic aspect of communication leads to situations where students, while mastering language structures, do not always relate them to a specific communicative task in a given context. For this reason, learners may encounter situations where communication with a native speaker in real-world speech settings does not align with reality. A. Trosborg writes that successful communication implies knowledge of social norms, values, status characteristics, and the communication register. It is precisely pragmatic competence that ensures the correct interpretation of the communicative intent and attitude of the interlocutor when such interpretation is not always clear from the literal meaning of the language forms or non-verbal cues used [2, 57].

When students possess knowledge of the norms of language use, they have all the necessary information for maintaining a successful communicative act. However, there are situations where students, studying a foreign language, subconsciously transfer the pragmatics of their native language and culture to the

language being learned. The different linguistic and cultural backgrounds of communicants can lead to misunderstandings and pragmatic mistakes. The problem is as follows: what seems natural and appropriate to one side (the speaker) may be perceived as inadequate and deviating from the norm by the other side (the addressee). Moreover, violations are most often understood as deviations from communicative expectations [4, 187]. The main factors hindering the development of pragmatic competence are interlingual interference and interlingual gaps [6, 796].

Interlingual interference is traditionally understood as the result of a one-sided process: a negative impact from the features of the native language on the foreign language being studied. Meanwhile, interlingual gaps are understood as elements of non-verbal aspects of the "foreign" culture, causing reactions of underestimation, rejection, disagreement, and misunderstanding, which the speaker compensates for by choosing the optimal way to achieve mutual understanding, resorting to linguistic and extralinguistic norms of the native language [6, 796]. It should be noted that when improving pragmatic competence, students may encounter two types of pragmatic transfer: pragmalinguistic and sociopragmatic.

Pragmalinguistic inadequacy involves the speaker presenting incorrect presuppositions about the meanings and conditions for the use of language forms in discourse, using certain utterances for communicative meanings that are not characteristic of them (or for performing speech acts that cannot be carried out with these utterances) [5, 155]. As an example, consider the use of the speech act "advice" in accordance with pragmalinguistic norms in English and Russian. When giving advice, English speakers tend to use modal and question forms, while imperative forms are used less frequently. In contrast, Russian speakers clearly prefer imperative forms with modal constructions, while question constructions are virtually absent. Moreover, in English modal expressions, the meaning of advice (you should/you ought to) predominates, while in Russian, it conveys obligation (ты должен/тебе надо). Thus, the advice to go to the doctor

would differ in grammatical structure in both languages: "You probably need to go and see the dentist" versus "Ты обязательно должен пойти к врачу." While English speakers use hedging to soften their impact (I think you should go to the dentist), Russian speakers, on the other hand, intensify it (ты обязательно должен/тебе срочно надо) [3, 255-258].

From the analysis of these examples, it can be inferred that the expression of the speech act in English and Russian follows different strategies in the construction of grammatical forms and structures, which influence lexical choices. Failure to observe these strategies often leads to communicative breakdowns between communicants. It should be taken into account that not only grammatical and lexical structures can cause communicative failures, but also the incorrect application of sociopragmatic norms.

In conclusion, pragmatic competence serves as a vital component of successful communication in a foreign language, bridging the gap between linguistic knowledge and real-life language use. Its development requires more than mastering vocabulary and grammar; it necessitates a deep understanding of the sociocultural norms, communicative conventions, and contextual nuances that govern interactions in the target language. Teachers play a crucial role in this process by creating opportunities for learners to engage with authentic materials and culturally rich communicative situations. Addressing issues such as interlingual interference, interlingual gaps, and pragmatic transfer can significantly improve learners' ability to interpret and produce speech acts effectively. By recognizing the variability of speech act realization across cultures and integrating this understanding into foreign language instruction, educators can better prepare students for meaningful and appropriate interaction in global communication settings.

References:

1. Василина В.Н. Формирование иноязычной прагматической компетенции студентов на занятиях по практике устной и письменной

речи//Язык, речь, общение в контексте диалога языков и культур: Сб. науч. тр., Белорус.гос. ун-т.: – Минск: Изд. центр БГУ, 2012. – 96–103 с.

2. Давыдова Ю.Г. Формирование лингвопрагматической компетенции студентов вузов на практических занятиях по иностранному языку//Педагогика. Вопросы теории и практики. – 2021. – Том 6. – №1. – 55–61 с.

3. Ларина, Т.В. Категория вежливости и стиль коммуникации. Сопоставление английских и русских лингвокультурных традиций. – М.: Рукописные памятники Древней Руси, 2009. – 177 с.

4. Овчинникова М.В., Колотова Н. И. Формирование прагматической компетенции иностранных студентов на уроках РКИ как условие успешного коммуникативного взаимодействия//Ученые записки. Эл. научный журнал Курского государственного университета. – 2017. – №2 (42). – 185–191 с.

5. Павлова С.В. Использование диалоговой концепции Бахтина для формирования иноязычной прагматической компетенции. Ученые записки. Электронный научный журнал Курского государственного университета. – 2006. – №2. – 153–157 с.

6. Полунина Л.Н. Функциональные компоненты прагматической компетенции и их роль в развитии коммуникативных умений студентов высших учебных заведений в процессе обучения английскому языку//Педагоги ка. Вопросы теории и практики. – Тамбов: Грамота, 2020. Вып. 6 – Т. 5. – 792–797 с.