

ЛИНГВОДИДАКТИКА ВА МЕТОДИКА

ТАЪЛИМ ТИЛНИНГ НАЗАРИЙ ТАЪРИФИ

УДК 372.881.111.1

KEY COMPONENTS WITHIN THE STRUCTURE OF PROFESSIONAL PRAGMALINGUISTIC COMPETENCE



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Abstract

The author of the article analyzes an important issue of professional pragmalinguistic competence building, offers the structure and components of it. The author focuses on the fact that it is important to resort to the use of pragmalinguistic means in the process of learning in order to express ideas in accordance with modern standards of the language. In conclusion, the author proposes a definition of professional pragmalinguistic competence as an integrative component of communicative competence.

Keywords: professional pragmalinguistic competence; structure of the competence; master student; teaching foreign languages; pragmalinguistic means.

ПРОФЕССИОНАЛ ПРАГМАЛИНГВИСТИК КОМПЕТЕНТЛИК СТРУКТУРАСИДАГИ АСОСИЙ КОМПОНЕНТЛАР

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Аннотация

Мақола муаллифи профессионал прагмалингвистик компетенцияни шакллантиришнинг долзарб муаммоларини кўриб чиқади, унинг шаклланиш структураси ва компонентлари таркибини тақдим этади. Замонавий лексикадан мулоқот вазиятига боғлиқ ҳолда оқилна фойдаланиш маҳоратини шакллантириш зарурлиги ҳақидаги ғояни асослайди. Муаллиф ўқувчиларни ўқитиш жараёнида тилни замонавий нормаларга мос равишда ифода этиш учун прагмалингвистик воситалардан фойдаланишга эътибор қаратиш муҳимлигини

таъкидлайди. Мақола якунида касбий прагмалингвистик компетенцияни коммуникатив компетенциянинг интегратив компоненти сифатида белгилашни таклиф қилади.

Калит сўзлар: касбий прагмалингвистик компетенция; компетенция тузилиши; магистрант; чет тилларни ўқитиш; прагмалингвистик воситалар.

КЛЮЧЕВЫЕ КОМПОНЕНТЫ В СТРУКТУРЕ ПРОФЕССИОНАЛЬНОЙ ПРАГМАЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНТНОСТИ

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Аннотация

Автор статьи рассматривает актуальную проблему формирования профессиональной прагмалингвистической компетенции, предлагает структуру ее формирования и компонентный состав. Обосновывается идея о том, что необходимо сформировать умения прагматически использовать современную лексику в соответствии с ситуацией общения. Автор акцентирует внимание на том, что в процессе обучения студентов важно прибегать к использованию прагмалингвистических средств для выражения мысли в соответствии с современными нормами языка. В заключение автор предлагает определение профессиональной прагмалингвистической компетенции как интегративного компонента коммуникативной компетенции.

Ключевые слова: профессиональная прагмалингвистическая компетенция; структура компетенции; магистрант; обучение иностранных языкам; прагмалингвистические средства.

The Bologna Declaration and the documents that are related to the Bologna process are aiming to achieve common goals in higher education not only in European Union. At the beginning of the 21st century “competency-based approach” was widely disseminated and now it means not only a new way of teaching and learning, but also a new way of thinking. Due to that, fact educators and scientists are still discussing “competence” from different angles and perspectives. Contemporary “competency-based approach” is focused not on transferring of knowledge, but on mastering core competences and on acquiring knowledge through self-education.

An issue of training a future teacher of foreign languages who is fluent in a foreign language and can use it in all types of communication is particularly relevant in the era of globalization. It means that a master student should know how to use the tools in-class and real-life communication situations. Thus, teaching a foreign language is a type of intercultural communication, within which cultural relations between a speaker and an interlocutor are realized, i.e. knowledge of regulation rules of communication in a foreign language becomes the key point.

It's highly important to develop the ability to speak fluently in a situation of communication with native speakers and make up sentences in accordance with a communicative intention of the speaker and language capacity of the interlocutor; and choose the most effective way of expression thoughts depending on the goals and conditions of communication. All of the aforesaid allows us to assume that the structure of pragmalinguistic competence should include the following components:

Many well-known scientists (L. S. Vygotsky, A. A. Leontiev, etc.) have an opinion that pragmatic aspect is essential in teaching foreign languages. S.V. Pavlova is of the opinion that the term “pragmatics” is used to denote the ability of certain units to be a means of influencing the participants of communication, taking into account the factors that determine the adequacy of interpretation and effectiveness of speech acts in different spheres of activity (5, 15).

The focus is shifted into including pragmatics in teacher training modules:

1. First, pragmatics is, basically and broadly speaking, a representation of language in use. By that definition, the central idea is to teach students to communicate in accordance with their intentions and to understand the intentions of others in a target language. It is also important to teach how to react to those intentions and expressions correctly.

2. Secondly, pragmatics encompasses language not only at the linguistic level but also at the cultural level. Culture traditionally occupies a prominent position in teaching languages. Indeed, the concept of "culture" has become something of a fashionable cliché in language-teaching circles in recent years. If teachers approach language learning via pragmatics, they can transmit a broader view of language to their students. It creates a focus on communication instead of discrete items.

Currently, the emphasis is shifted to the pragmatic perspective of the tactics and strategies usage, due to the growing interest of scientists to the study of national specificity of speech communication of English-speaking countries representatives in the context of globalization. Analysis of the material on communicative tactics and strategies allows us to conclude that, in the study of the problem of formation of pragmalinguistic competence of master students, it is necessary to pay special attention to the consideration of two speech strategies: strategy of cooperation and strategy of confrontation.

1. Strategy of cooperation (politeness, sincerity and trust, restraint, cooperation and compromise).

The strategy of cooperation will be implemented by such tactics of cooperation as: proposal, persuasion, approval, praise, self-presentation.

2. Strategy of confrontation (capture of initiative, control of the situation).

The strategy of confrontation is implemented by means of such tactics of confrontation as order, remark, question, request.

The choice of tactics and strategies, in general, depends on the situation and the addressee's opinion on the problem/situation. “The more a speaker is competent in language and speech, in the application of postulates and rules of communication, the more diverse and flexible his strategies and tactics, and the more successfully he achieves his goals” (6, 72). Focusing on the importance of pragmatic knowledge, skills and abilities in the professional activities of a future teacher of foreign languages, which help to take part in indirect intercultural professional communication, or directly participate in intercultural discussions on professional problems, it is possible to put forward an idea of building professional pragmalinguistic competence (PPRLC).

PPRLC is an integrative phenomenon that consists of professional, pragmatic, linguistic and intercultural components. The integration of the proposed components contributes to the modeling of speech behavior in accordance with pragmatic intention, the nature of interpersonal interaction and a specific social role. This allows us to give an idea of a national and cultural specificity of the language, an interaction of language and culture and foundations for an adequate intercultural communication.

Within the structure of the PPRLC we define the following components:

1. Professional component.

The professional use of communication strategies in-class and real-life communication situations. The importance of the interaction of different cultures necessitates the formation of PRLC as a basic condition of professional formation of the future specialist. As a result, there is a need to teach students of language specialties the use of communication strategies and tactics.

2. Pragmatic component (functional and pragmatic component), which includes the acquisition of pragmatic elements of communication in foreign languages, due to cultural-specificity of strategies).

As a part PPRLC formation, it is assumed that a master student develops the following skills and abilities: setting the goal of communication, the right choice of speech act and strategy of communicative behavior, the selection of verbal/nonverbal means of communication, the identification of pragmatic elements of communication.

3. Linguistic component, which includes mastery:

* language knowledge, skills within the framework of topics considered in a foreign language (language structures, lexical and grammatical units within the framework of the studied topics);

* cultural-specific knowledge of the country of a studied language and language as the whole system (knowledge of cultural universals, cultural-specific features, the

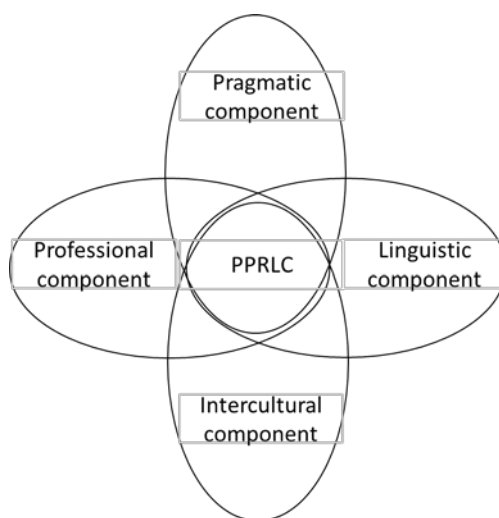
essence of pragmatic elements of communication, the idea of stereotypes and types of cultures in General).

4. Intercultural component is based on:

* knowledge of the socio-cultural and semiotic backgrounds of the country's culture of the target language and the ability to use this knowledge in direct and indirect intercultural communication (ICC);

* knowledge of the features of the "authentic cultural and linguistic personality" (term V. P. Furmanova) for the successful ICC.

Schematically, the structural composition of PPRLC can be represented as follows:



Pic. 1. Structural composition of PPRLC

Based on the above, we offer a definition of PPRLC as an integrative component of communicative competence. PPRLC is a set of knowledge, skills, contributing to the modeling of linguistic behavior of master students as future professional teachers, in accordance with the purpose or intention, the nature of interpersonal interaction and a specific social role, which contributes to the laying of the foundations of an adequate-objective intercultural interaction. Thus, built PPRLC assumes that a communicant has foreign language communicative and pragmatic skills and can correctly use pragmatic elements of communication depending on the situation of communication in the professional sphere.

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