METHODOLOGY FOR IMPROVING PRAGMATIC COMPETENCE IN TRAINING FUTURE ENGLISH TEACHERS

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BO'LAJAK INGLIZ TILI O'QITUVCHILARINI TAYYORLASHDA PRAGMATIK KOMPETENSIYANI TAKOMILLASHTIRISH METODIKASI

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МЕТОДИКА СОВЕРШЕНСТВОВАНИЯ ПРАГМАТИЧЕСКОЙ КОМПЕТЕНЦИИ В ПРОЦЕССЕ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

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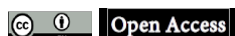
Abstract. The present article aims to explore how pragmatic competence is developed and its role in shaping the communicative skills of future English teachers, drawing on a wide range of studies and scholars in the sphere. The article highlights innovative pedagogical technologies and methodologies for improving pragmatic competence in training future English teachers. Pragmatic competence, a key component of communicative competence, involves the ability to use language appropriately in diverse social contexts, making it a crucial skill for educators tasked with modelling effective communication. The study emphasizes the significance of pragmatic knowledge in understanding and interpreting linguistic nuances, such as speech acts, politeness strategies, and conversational implicature. Drawing on theoretical frameworks from Canale and Swain, Bardovi-Harlig, Levinson, Ishihara and Taguchi, this research examines practical strategies for integrating pragmatic instruction into teacher education programs. Utilizing an action research methodology, the study evaluates curricula, instructional materials, and classroom practices, specifically focusing on the "Reading and Writing Practice" module implemented in higher education institutions across Uzbekistan. The findings highlight the effectiveness of authentic materials, task-based language teaching (TBLT), and explicit instruction in fostering pragmatic competence. The research also identifies challenges such as insufficient integration of sociocultural norms and limited teacher training in pragmatic pedagogy. Recommendations include enhancing curriculum design, adopting interactive teaching methodologies, and incorporating real-life communication scenarios. This research underscores the pivotal role of pragmatic competence in shaping educators capable of fostering

nuanced language use and preparing learners for effective intercultural communication.

Keywords: pragmatic competence; future English teachers; communicative competence; teacher education; sociocultural norms; action research; task-based language teaching; authentic materials; intercultural communication.

Annotatsiya. Ushbu maqola boʻlajak ingliz tili oʻqituvchilarining kommunikativ koʻnikmalarini takomillashtirishda pragmatik kompetensiyaning rivojlanishi va uning oʻrnini, sohadagi keng koʻlamli tadqiqotlar va olimlarning ishlariga tayanib oʻrganishni maqsad qilgan. Maqolada boʻlajak ingliz tili oʻqituvchilarini tayyorlashda pragmatik kompetentlikni takomillashtirishning innovatsion pedagogik texnologiyalari va metodikasi yoritilgan. Kommunikativ kompetensiyaning asosiy tarkibiy qismi hisoblangan pragmatik kompetensiya tildan turli ijtimoiy vaziyatlarda oʻrinli foydalana olish qobiliyatini oʻz ichiga oladi. Bu esa samarali muloqotni namoyish etish vazifasi yuklangan oʻqituvchilar uchun hal qiluvchi koʻnikma hisoblanadi. Tadqiqotda nutqiy aktlar, xushmuomalalik strategiyalari kabi lingvistik nozikliklarni tushunish va sharhlashda pragmatik bilimlarning ahamiyatiga eʼtibor qaratilgan. Tadqiqotda nutqiy aktlar, xushmuomalalik strategiyalari va suhbat implikaturasi kabi lingvistik nozikliklarni tushunish va talqin qilishda pragmatik bilimlarning muhimligiga urgʻu berilgan. Kanale va Sveyn, Bardovi-Harlig, Levinson, Ishihara va Taguchining nazariy asoslariga tayanib, ushbu tadqiqot oʻqituvchilar taʼlimi dasturlariga pragmatik taʼlimni joriy etishning amaliy strategiyalarini oʻrganadi. Harakatli tadqiqot metodologiyasidan foydalanib, oʻquv dasturlari, oʻquv materiallari va auditoriya amaliyoti baholanadi, bunda Oʻzbekiston boʻylab oliy taʼlim muassasalarida amalga oshirilgan "Oʻqish va yozish amaliyoti" moduliga alohida eʼtibor qaratiladi. Natijalar pragmatik kompetensiyani rivojlantirishda autentik materiallar, vazifaga asoslangan til oʻqitish (TBLT) va aniq koʻrsatmali taʼlimning samaradorligini koʻrsatadi. Shuningdek, tadqiqotda ijtimoiy-madaniy meʼyorlarning yetarli darajada integratsiyalashmaganligi, oʻqituvchilarning pragmatik pedagogika boʻyicha tayyorgarligining cheklanganligi kabi muammolar aniqlandi. Tavsiyalar oʻquv dasturlarini ishlab chiqishni takomillashtirish, interfaol oʻqitish metodikasini qabul qilish va real hayotdagi muloqot ssenariylarini oʻz ichiga oladi. Maqolada pragmatik kompetensiyaning tildan nozik foydalanish qobiliyatiga ega oʻqituvchilarni shakllantirish va shu orqali oʻquvchilarni madaniyatlararo samarali muloqotga tayyorlashda muhim ahamiyat kasb etishi taʼkidlangan.

Kalit soʻzlar: pragmatik kompetensiya; boʻlajak ingliz tili oʻqituvchilari; kommunikativ kompetensiya; oʻqituvchilik taʼlimi; ijtimoiy-madaniy meʼyorlar; harakat tadqiqi; tilni muammoli oʻqitish; autentik materiallar; madaniyatlararo muloqot.

Аннотация. Цель данной статьи — изучить особенности развития прагматической компетенции и ее роль в формировании коммуникативных навыков будущих учителей английского языка, опираясь на широкий круг исследований в данной области. В статье освещаются инновационные педагогические технологии и методики совершенствования прагматической компетенции в процессе подготовки будущих учителей английского языка. Прагматическая компетенция, ключевой компонент коммуникативной компетенции, включает в себя способность использовать язык уместно в различных социальных контекстах, что делает ее важнейшим навыком для

педагогов, перед которыми стоит задача моделирования эффективной коммуникации. В исследовании подчеркивается важность прагматических знаний для понимания и интерпретации языковых нюансов, таких как речевые акты, стратегии вежливости и разговорный подтекст. Опираясь на теоретические основы Канале и Суэйн, Бардови-Харлиг, Левинсон, Ишихара и Тагучи, данное исследование рассматривает практические стратегии интеграции прагматического обучения в программы подготовки учителей. Используя методологию исследования действия, исследование оценивает учебные программы, учебные материалы и практику работы в классе, уделяя особое внимание модулю «Практика чтения и письма», внедренному в высших учебных заведениях Узбекистана. Полученные результаты свидетельствуют об эффективности аутентичных материалов, обучения языку на основе заданий (TBLT) и эксплицитного обучения в развитии прагматической компетенции.

Исследование также выявило такие проблемы, как недостаточная интеграция социокультурных норм и ограниченная подготовка преподавателей в области прагматической педагогики. Рекомендации включают в себя улучшение дизайна учебных программ, внедрение интерактивных методик обучения и включение сценариев общения в реальной жизни. Данное исследование подчеркивает ключевую роль прагматической компетенции в формировании педагогов, способных поощрять использование нюансов языка и тем самым готовить учащихся к эффективной межкультурной коммуникации.

Ключевые слова: прагматическая компетенция; будущие учителя английского языка; коммуникативная компетенция; педагогическое образование; социокультурные нормы; исследование действия; обучение языку на основе заданий; аутентичные материалы; межкультурная коммуникация.

Introduction

Pragmatics, a crucial subfield of linguistics, is concerned with the study of language use in context. It encompasses how meaning is constructed through interaction beyond just the literal interpretation of words. For future English language teachers, pragmatic competence is essential for fostering effective communication in diverse educational settings. This article aims to explore how pragmatic competence is developed and its role in shaping the communicative skills of future English teachers, drawing on a wide range of studies and scholars in the sphere.

Pragmatic competence is the ability to use language appropriately in various social contexts (23, 40). It involves understanding linguistic forms and how those forms convey meaning in particular situations. For future English teachers, this competence is indispensable because they are responsible for helping students navigate the complexities of meaning beyond grammar and vocabulary.

Canale and Swain first introduced the concept of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competence, with pragmatic competence being a key element (4). As Thomas explains, pragmatic failure — when a speaker's intended

meaning is misunderstood — can be more socially damaging than grammatical mistakes; acquiring pragmatic skills is critical for effective teaching (16).

The role of pragmatics in language learning has evolved over the years, with increasing emphasis on how it supports linguistic accuracy and communicative effectiveness. As defined by Leech, Pragmatic competence refers to the ability to use language in a socially appropriate way, integrating knowledge of context, speaker intention, and social conventions (21). This has become particularly significant in teacher education, where future English language teachers are expected to model proficient and contextually aware communication for their students.

The work of Bardovi-Harlig underscores the importance of pragmatic competence as an essential component of communicative competence, as defined by Canale and Swain (1). For future English language teachers, pragmatic competence is not only about performing language functions accurately but also about interpreting and producing speech acts, implications, and politeness strategies that align with the norms of native English speakers.

One might question the necessity of explicitly teaching language learners about pragmatics, assuming they naturally absorb it. However, research and experience show that this is often different. Learners benefit from understanding the appropriate use of language in various situations, including what, when, and how to say something in a given target language context. The influence of one's native or dominant language can hinder the correct usage of the target language. More than simply knowing vocabulary and grammar rules is not required; learners must also grasp how and when to apply them effectively.

The following aspects of pragmatics are important for language learners to focus on:

1. Politeness and impoliteness issues in communication
2. Making requests, apologies, compliments, complaints, and criticisms – speech acts
3. Understanding and utilizing humor, sarcasm, and teasing
4. Expressing emotions, including cursing
5. Managing conversations, both verbally and in writing, including using discourse markers
6. Recognizing implied meanings in conversations (conversational implicature) and understanding deixis (contextual interpretation of words and phrases like 'there', 'this/that', 'his/her', and 'you').

To engage students in the correct comprehension and appropriate practice of language use in communicative events or situations, the target language or foreign language teacher has to carry out several surveys of pragmatics and its application into classroom practice through communicative learning and innovative instructional methods. The construction of knowledge of pragmatics and pragmatic competence or awareness-related techniques in learning and teaching contexts can help instructors or teachers best foster an appropriate communicative environment where every student or learner becomes aware of pragmatically situated language use in certain learning and other communicative contexts.

In relation to pragmatics, including competence and performance, it is sensible to discuss the concept of pragmatics broadly following the development of pragmatic ability in the target language within linguistically socially relevant and internationally accepted didactic or educational conditions.

One of the most frequently cited definitions of pragmatics has been proposed by Crystal, who describes pragmatics as the study of language from the user's perspective, especially the choices that language users make, the constraints they face when using language in social communications, and the impact of their language use on other participants in the act of communication (7).

While Crystal's definition emphasizes language use in written, oral, or hybrid contexts, it focuses not only on the expression of words through the sociocultural context of language use, but also on how language choices affect the person with whom they are speaking. Thus, as Kasper concludes, pragmatics can be seen as "the study of communicative action in its sociocultural context" (41). Thus, two features of pragmatics can be distinguished from these definitions: (a) the direct influence of the sociocultural context and (b) the (linguistic) choices of language users.

Within these two broad definitions, a "research scale" has been drawn in pragmatics over the past four decades in fields such as linguistics, applied linguistics, communication studies, and second language acquisition (30). For example, research on L2 pragmatics has been conducted in various areas such as teaching L2 pragmatics, developing learners' L2 pragmatic competence in different languages, cross-cultural pragmatic difference, or evaluating L2 pragmatics by Kasper & Rose, 2002; Ross & Kasper, 2013; Timpe, 2013 (37). Furthermore, the pragmatic phenomena described and studied within these domains range from speech acts and functions, implicators, conventional formulas, register and politeness, to lexis, wordlessness and genre.

Purpura argues that "to create clearer guidance for different domains, we must define the domain of pragmatic knowledge in such a way that it can be separated from the domains of semantic and grammatical knowledge while recognizing clear connections" (28).

This paper utilises Purpura's distinction between knowledge, competencies/abilities, and performance outcomes. According to Purpura, knowledge is "a set of information structures created from experience and stored in long-term memory" in the form of mental images (28). Thus, pragmatic knowledge involves mental images of data structures related to pragmatics. Pragmatic competence or ability, which we use synonymously, goes beyond mere information structure and includes "the ability to use these information structures in a particular way" to convey meaning. Ultimately, pragmatic performance is the application of pragmatic phenomena to actual communication events. Performance is an observable skill. However, it is not a direct expression of ability because various factors, such as situation constraints, task demands, or memory, can interfere with execution.

Leech defines pragmatic linguistics as "the more linguistic part of pragmatics", or the linguistic strategies and resources needed to encode and decode that illocution (21). For example, the linguistic strategy for

forming a request is typically indirect (e.g., "Can you do the dishes?"), Moreover, the linguistic resources to fulfil this conditional indirect request may include questions, modals, or hedge introductions (30). Thus, pragmatic linguistics is language-specific and closely related to grammar.

Sociopragmatics, as the "sociological interface of pragmatics", is concerned with the rules and conventions of situational, culturally and socially appropriate and optimal language use. This includes knowledge of the "taboos, mutual rights, obligations, and customary actions applied in this dialogical community" (30). Thus, a sociopragmatically competent language user is aware of sociocultural variants such as social distance, relative power, and level of coercion (3), such as when a simple indirect may be more appropriate than a direct one.

Developing pragmatic competence in future teachers is crucial because teaching is inherently communicative. Teachers not only transmit knowledge but also model communicative behaviour for their students. Thomas discusses how miscommunication often arises due to pragmatic failure rather than grammatical errors, indicating the need for teachers to be highly aware of pragmatic norms to guide students effectively (16).

In the English language classroom, where intercultural communication plays a central role, pragmatic competence allows teachers to address nuances of meaning, cultural differences, and the subtleties of interpersonal communication. According to Yule, teachers must be able to teach speech acts, such as requests, apologies, and compliments, along with their appropriate contextual uses. Teachers can help students navigate complex social interactions in the target language by developing such competencies.

While second language pragmatics researchers began consistently addressing English as an international language (EIL) in pragmatics pedagogy in the 2010s, the integration of pragmatics into mainstream EIL studies dates back to the 1990s, particularly evident in conceptual papers and book chapters from the 2000s. Cogo advocated recognizing differences in EIL conversations and employing pragmatic strategies (6). Murray stressed the importance of enhancing L2 learners' pragmatic competence to prepare them for EIL communication (26). However, it has only been in recent years that L2 pragmatics has seriously considered EIL-related concepts in pedagogy. Pioneering researchers like House (14) argued for the development of pragmatic fluency among EIL users, later (15) focused on the development of pragmatic competence in EIL, particularly regarding discourse markers for expressing subjectivity and connectivity. Ishihara was among the first to emphasize the incorporation of EIL in L2 pragmatics pedagogy, emphasizing the need for EIL users to acquire and practice pragmatic competence in today's globalized world (17). Taguchi and Ishihara reviewed EIL pragmatic studies, advocating for a broader definition of EIL pragmatic competence centered on speakers' creativity and adaptability in interaction, which includes shaping illocutionary force, co-constructing norms, navigating communicative demands, and displaying alignment with interlocutors (36). This definition underscores the range of abilities necessary for effective communication in EIL settings.

Research conducted by Bardovi-Harlig (1) and Roever (30) highlights that English language learners often struggle with the nuances of pragmatic usage, particularly in cross-cultural contexts. This makes it essential for future English teachers to develop strong pragmatic skills themselves to instruct their students on these complexities properly. According to Eslami and Mirzaei, explicit instruction in pragmatics is crucial in EFL (English as a Foreign Language) settings, where students may not be exposed to the necessary range of pragmatic norms (9).

The role of pragmatics in developing the communicative skills of future teachers in English language learning is a multifaceted area that warrants extensive exploration. Pragmatics, as the study of language in context, encompasses the nuances of meaning that arise from the interaction between language users and their social environments. This understanding is crucial for future teachers, who must not only convey linguistic knowledge but also equip their students with the ability to navigate the complexities of real-world communication. Research indicates that pragmatic competence is integral to communicative competence, which is essential for effective language use in varied contexts. The ability to interpret and produce language appropriately according to situational demands can significantly enhance the teaching efficacy of future educators (12).

In the context of English language learning, the incorporation of pragmatic principles into teacher training programs is vital. Studies have shown that teachers who possess a strong understanding of pragmatics are better equipped to facilitate meaningful interactions in the classroom, thereby fostering an environment conducive to language acquisition (35). For instance, pragmatic socialization — where learners are guided to understand and adopt the socio-cultural norms of the target language — has been identified as a key strategy in developing communicative skills ("The role of pragmatic socialization in building learners' pragmatic competence from English teachers' perspectives", 2021). This process not only aids in language learning but also prepares future teachers to address the diverse needs of their students, particularly in multicultural classrooms where pragmatic norms may vary significantly. Moreover, the integration of pragmatic instruction into teacher education programs can help mitigate common communication breakdowns that arise from a lack of pragmatic awareness.

Research conducted by Bardovi-Harlig (1) and Roever (30) highlights that English language learners often need help with the nuances of pragmatic usage, particularly in cross-cultural contexts. This makes it essential for future English teachers to develop strong pragmatic skills to instruct their students on these complexities properly. According to Eslami and Mirzaei, explicit instruction in pragmatics is crucial in EFL (English as a Foreign Language) settings, where students may not be exposed to the necessary range of pragmatic norms (9).

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Research has highlighted that students often need help with the subtleties of language use, such as politeness strategies and indirect requests, which can lead to misunderstandings (31). By equipping future teachers with the tools to teach these aspects of language, they can better prepare their students for real-life interactions, thus enhancing overall communicative competence (10). Furthermore, the emphasis on pragmatic skills in teacher training aligns with contemporary educational standards that prioritize holistic language education, encompassing linguistic knowledge and the ability to use language effectively in social contexts (35). As future educators engage with pragmatic concepts, they also develop critical reflective practices that enable them to analyze their own language use and that of their students. This reflective practice is essential for fostering an adaptive teaching approach that responds to the dynamic nature of communication (12). By understanding the role of context in language use, teachers can create more relevant and engaging learning experiences that resonate with their students' lived realities. This adaptability is crucial in English language teaching, where learners come from diverse linguistic and cultural backgrounds, each bringing unique perspectives to the classroom ("The role of pragmatic socialization in building learners' pragmatic competence from English teachers' perspectives", 2021).

Teacher education programs worldwide have increasingly recognized the importance of pragmatic instruction. In Western contexts, the focus on pragmatic competence has led to developing curricula integrating pragmatics into teacher training (18). For instance, Kasper and Rose suggest that pragmatic instruction should be a core component of

language teacher education, as future educators need to be equipped with the skills to teach grammatical accuracy and pragmatic appropriateness (20).

In European contexts, research by Hinkel emphasizes that pragmatic competence is crucial for teachers, particularly when dealing with multicultural classrooms (42). English teachers often work with students from diverse linguistic backgrounds, requiring them to manage a range of pragmatic norms. This is supported by the work of European scholars such as House, who advocates for integrating pragmatics into communicative language teaching (CLT) (15).

Russian scholars have similarly highlighted the importance of pragmatic competence in teacher education. Solovova and Galskova note that the Russian educational system has been progressively incorporating pragmatic teaching into language curricula, recognizing the need for future teachers to be adept in both linguistic and pragmatic aspects of communication (32, 11). Russian research has further emphasized the sociocultural aspects of pragmatic competence, as reflected in the works of Kuzmina, who explores the role of pragmatics in cross-cultural communication within foreign language contexts (Advances in Social Science, Education and Humanities Research, volume 333. Humanities and Social Sciences: Novations, Problems, Prospects, Reflection of the Status and Role of Social Structure in Agentive Impersonal Sentences in German, 2019, Atlantis Press, pp. 243–247).

The classroom is a dynamic environment where teachers must constantly adapt their communication to engage students effectively. Pragmatic competence allows future teachers to manage classroom interactions by understanding student needs, responding to questions appropriately, and managing classroom discourse. Teachers with high levels of pragmatic awareness are better equipped to foster an interactive and communicative classroom environment, where students feel comfortable experimenting with language.

Uzbek researchers, such as Karimova, have explored how pragmatic competence can shape teacher-student interactions in the EFL classroom (19). Developing pragmatic skills is crucial in Uzbekistan, where English is often taught as a foreign language with limited exposure to real-life English usage. Karimova's research highlights that future teachers must teach students how to form sentences and use those sentences in contextually appropriate ways, thus preparing them for real-world communication.

Pragmatic instruction in teacher education has also improved teachers' classroom management skills. Research by Richards and Schmidt demonstrates that teachers who understand pragmatic norms can better manage student behavior and foster a more conducive learning environment (29). They can use strategies such as politeness, indirect speech, and non-verbal cues to guide classroom interactions effectively.

Materials and Methods

Various strategies have been proposed for integrating pragmatic competence into teacher education programs. This study employs a

combination of qualitative and quantitative methodologies to examine the effectiveness of pragmatic performance in English teacher education programs. The research focuses on exploring the benefits and challenges of instructional strategies, including the use of authentic materials, task-based activities, and cross-cultural approaches. These methods align with current theoretical and empirical insights into developing pragmatic competence among future English language educators. One approach is the use of authentic materials, such as videos, podcasts, and real-life conversation transcripts, to explore future teachers' exposure to real-world language use (2). According to McConachy, these materials help learners understand how language functions in different social and cultural contexts, which is essential for developing pragmatic skills (25).

Task-Based Language Teaching (TBLT) is another method widely supported in pragmatic instruction. TBLT focuses on creating tasks that mirror real-world language use, providing learners with opportunities to practice pragmatic skills in context (8). For future English teachers, engaging in TBLT activities during their training can prepare them to teach pragmatic competence in their own classrooms. Studies by Nunan and Long have shown that TBLT is particularly effective in developing both linguistic and pragmatic skills simultaneously (27, 24).

In Uzbekistan, Tursunov suggests that integrating pragmatic instruction into teacher education through role-play and simulations can help future teachers develop the skills they need to handle a variety of communicative situations (38). These activities can allow learners to practice using language in context, thereby improving their ability to understand and use pragmatic features such as implicature, politeness, and speech acts.

The integration of cross-cultural pragmatics into teacher education is also pivotal in developing communicative skills. Cultural differences can lead to pragmatic failures if not properly addressed, as Spencer-Oatey (34) discusses. Teachers must develop an awareness of how cultural norms affect language use, especially in diverse EFL classrooms where learners may come from different cultural backgrounds.

In Russian and Uzbek scholarship, the work of scholars like Galskova and Karimova reflects a growing recognition of the need for cross-cultural pragmatic competence in teacher education (11, 19). These scholars argue for the inclusion of intercultural communicative competence as part of the curriculum for future English language teachers, helping them to navigate the complexities of global communication better.

The term "non-EIL era" refers to a period when pragmatics pedagogy was not influenced by the relevant concepts and insights from English as an international language theory. During this time, pragmatics pedagogy primarily involved descriptive and acquisitional studies of second language pragmatics, reflecting distinct historical phases outlined by Tajeddin and Alemi in 2020. According to their classification, the historical trajectory of second language pragmatics can be categorized into three periods: Descriptive Pragmatic Awareness, Acquisitional Pragmatic Awareness, and (Critical) Pragmatic Awakening. Building on this framework, we discuss an expanded classification. In the initial period, primarily dominant in the 1980s, there was limited emphasis on

pragmatics pedagogy. Studies mainly focused on speech acts within a single language or across cultural domains, exploring speech act realization strategies in the first language and second language or two native languages. However, pragmatics pedagogy began to gain momentum in the early 1990s, marking the second period of L2 pragmatics history, characterized by a focus on acquisitional pragmatics. During this phase, research centered on the pragmatic acquisition of L2 learners, addressing topics such as the teachability of pragmatics, effective instructional tasks, and the relationship between L2 pragmatics and second language acquisition theories (Bardovi-Harlig, 1999, 2010; Barron, 2003; Cohen, 1996, 2010; Cohen & Tarone, 1994; Kasper, 1997; Kasper & Rose, 1999; Kasper & Schmidt, 1996; Rose & Kasper, 2001, 2020). The descriptive and acquisitional phases of pragmatic awareness largely align with what is meant by the non-EIL era of pragmatics pedagogy.

In the light of the importance of pragmatics in English as an international language, it becomes evident that the strand of pragmatics pedagogy oriented towards EIL holds significant potential in shaping an EIL-aware approach to second language (L2) pragmatics instruction. However, in contrast to researchers focusing on EIL, scholars in pragmatics have only recently begun to engage with the concept of EIL from a conceptual standpoint. Consequently, there is a lack of research exploring the perspectives of learners, teachers, and policymakers regarding pragmatics pedagogy shaped by EIL principles. Furthermore, the actual implementation of pragmatics instruction informed by EIL-related concepts remains largely unexplored.

The nascent yet limited intersection between pragmatics pedagogy and EIL points toward future directions for both instruction and research in pragmatics. In terms of instruction, EIL should inform the development of teaching materials, instructional tasks, and assessment methods for learners' pragmatic skills. These materials should encompass examples from both native and non-native English speakers, reflecting various forms of world Englishes and illustrating variations in pragmatic norms and conventions. Teaching activities should also focus on developing learners' intercultural negotiation strategies for navigating pragmatic challenges in EIL contexts.

Given the crucial role of teachers in pragmatics instruction, there is a pressing need for teacher education courses aimed at enhancing teachers' knowledge and practice in pragmatics, with a specific focus on EIL-informed instruction. Additionally, efforts should be made to integrate pragmatic assessment within the context of EIL, thereby promoting positive feedback for pragmatics teaching and learning.

The interface between EIL and pragmatics pedagogy presents numerous avenues for promising research. One essential area is to explore stakeholders' perspectives on pragmatics pedagogy aligned with EIL characteristics. These stakeholders, including learners, teachers, and educational supervisors, play a pivotal role in shaping and implementing EIL-based pragmatics pedagogy and should be actively involved and informed about its developments.

Task-Based Language Teaching (TBLT) has emerged as a leading approach in fostering pragmatic competence. TBLT involves using tasks

that require learners to use language pragmatically, both in productive and receptive skills. For reading, this means engaging with texts in ways that involve inferring meaning, understanding context, and interpreting speech acts. According to Willis and Willis, TBLT provides opportunities for learners to practice pragmatic skills in context, thus enhancing their overall communicative competence (39).

The integration of digital tools in language teaching has provided new opportunities for developing pragmatic competence in reading. Godwin-Jones highlights the use of multimedia resources, such as online articles, blogs, and social media posts, which offer rich contexts for pragmatic analysis (13). These tools allow learners to engage with authentic language in diverse contexts, thus improving their ability to interpret pragmatic features in texts.

In the context of teacher education, future English teachers must develop not only their own pragmatic competence in reading but also the ability to teach these skills to their students. Rost Michael highlights the need for teachers to guide students in recognizing and interpreting pragmatic cues in texts, as this enhances overall receptive comprehension and communicative competence (Teaching and Researching Listening, Pearson Education Limited, Great Britain Second edition published 2011, 77-89).

Pragmatic competence, a key aspect of communicative competence, involves using language appropriately in social contexts, encompassing speech acts, conversational implicature, and discourse management.

Pragmatic competence enables language learners to navigate social interactions effectively. According to Bardovi-Harlig, teaching pragmatics is essential as learners often differ significantly from native speakers in their communicative use of language (1). Leonardo Sarmento Travincas de Castro highlights that learners exhibit considerable variations in their implementation and comprehension of speech acts and conversational structures (22).

Pragmatic Awareness (PA) is a critical component of receptive pragmatic competence. Alcón Soler and Jordà define PA as "conscious, reflective, and explicit pragmatic knowledge," which plays a crucial role in foreign language acquisition. According to the noticing hypothesis, conscious awareness is necessary for input to be transformed into intake for learning. PA involves linguistic approaches, contextual components, and cultural awareness.

Discourse analysis, as defined by Guy Cook, involves examining connected stretches of language to understand how they become meaningful (5). Brown and Yule view discourse analysis as the study of language in use, while Cook emphasizes its role in understanding language within its full textual, social, and psychological context. Discourse analysis integrates semiotics, sociolinguistics, conversation analysis, and pragmatics, covering both written and spoken interactions.

A discourse-based approach to ELT emphasizes context in language learning. This approach integrates grammar, phonology, and pragmatics to develop discourse competence. It considers how language is used to perform functions and how people react to speech acts.

While being aware of the complexity of the study of difficulties in reading comprehension, in this paper, we consider a multicomponent, interactive and intentional comprehension process, similar to problem-solving. The reader actively and consciously constructs meaning, through basic linguistic skills, higher-order and pragmatic skills, drawing on his or her own knowledge and strategies deemed most appropriate for the purpose. In addition, we suggest that curriculum development should prioritize communicative tasks and authentic materials which encourage meaningful real-world interaction and communication in a variety of contexts.

Engaging with diverse reading materials exposes learners to various linguistic styles, genres, and contexts, thereby enriching their understanding of how language functions in different situations. This exposure is essential for future teachers, who must be adept at guiding their students through the complexities of language use in real-world scenarios. By integrating reading tasks that promote pragmatic awareness into the curriculum, educators can enhance their students' ability to navigate social interactions effectively ("The role of pragmatic socialization in building learners' pragmatic competence from English teachers' perspectives", 2021). In addition to fostering comprehension and interpretation skills, reading also plays a significant role in developing critical thinking and analytical abilities. As learners engage with texts, they are encouraged to question, evaluate, and synthesize information, which are essential skills for effective communication (33). This critical engagement with reading materials not only enhances linguistic proficiency but also cultivates a deeper understanding of the social dynamics at play in language use. Consequently, future teachers who prioritize reading as a means of developing pragmatic competence can better prepare their students for the demands of effective communication in diverse contexts (35). In summary, reading skills serve as a vital avenue for enhancing pragmatic competence in English language learning. The active engagement required in reading fosters not only linguistic proficiency but also the ability to navigate the social dimensions of language use. By emphasizing the interconnectedness of reading and pragmatics in instructional practices, educators can equip future teachers with the tools necessary to cultivate effective communication skills in their students.

Results and Discussion

The analysis of the State Educational Standards of the Republic of Uzbekistan, qualification requirements, CEFR, and curricula for improving pragmatic competence reveals significant insights into the educational landscape and its alignment with contemporary language teaching practices.

The State Educational Standards serve as a foundational framework that guides the development of language education in Uzbekistan, emphasizing the importance of communicative competence as a central goal of language instruction. The main goal of teaching a foreign language at all stages of education in the Republic of Uzbekistan is to form communicative competence in a foreign language so that students can

work in everyday, scientific, and professional fields in a multicultural world.

Foreign language communicative competence is the ability to use the knowledge, skills and abilities acquired in the foreign language in the process of communication. In the resolution document of The Cabinet of Ministers May, 2013 on "Endorsing state educational standard on foreign language in continuous education" competencies are divided into the following groups (The Cabinet of Ministers' Decree No.124. "State educational standard of the system of continuous education of the Republic of Uzbekistan" (08.05.2013). http://www.lex.uz/docs/-2165717):

Linguistic competence implies knowledge of language material (phonetics, lexicon, grammar) and acquisition of skills in speech activities (listening, speaking, reading and writing).

Sociolinguistic competence makes it possible to choose the necessary linguistic form and expression method based on a speech situation, communicative goal and desire of the speaker. Sociolinguistic competence includes socio-cultural competence and shows the ability to present the national features of authentic speech: knowledge of customs, values, traditions and other national-cultural features of the country where one lives and comparing it with the country where the language is being studied.

Pragmatic competence refers to the ability to deal with difficult situations by repeatedly asking, apologizing, etc. In this standard, discourse competence is included in pragmatic competence. This competence involves expressing thoughts in oral or written speech using appropriate language tools.

Discourse competence refers to the ability to understand and interpret linguistic signals to ensure consistency in oral or written speech.

This focus on communicative competence aligns with the principles outlined in the Common European Framework of Reference for Languages (CEFR), which underscores the necessity of pragmatic skills in effective language use (35). The CEFR provides a comprehensive framework for assessing language proficiency, encompassing not only linguistic knowledge but also pragmatic competence.

Another notable document on increasing the emphasis and popularization of foreign language promotion along with popularization of foreign language assessment employment according to national and international language testing standards, the decree of the President of the Republic of Uzbekistan PQ-5117, 2021 "On measures to raise the popularization of learning foreign languages to a qualitatively new level", has extended pedagogical innovations in proficiency testing and has brought about massive improvements and changes in the acceptance, employment and promotion of international exams such as TOEFL, IELTS, Aptis for Teachers, iTEP Academic-Plus, Cambridge English assessment tests like CAE and FCE, other exams in foreign languages, CELI, CILS in Italian, Goethe Certificate in German and others. The promotion of foreign language proficiency exams in the Republic allows both trainers in foreign language instructions and students/candidates taking academic course in foreign languages to take advantage of international or national certification of knowledge and competence

making them ready for access to prestigious jobs and academic careers (Eshchanov, M. U. (2023). Tendencies and innovations in English language skills assessment: Communicative and pragmatic approaches. Proceedings of International Conference on Scientific Research in Natural and Social Sciences, 2(10), 31–39).

Furthermore, the qualification requirements for English language teachers in Uzbekistan underscore the need for educators to possess a strong understanding of pragmatics. These requirements emphasize the importance of equipping teachers with the knowledge and skills necessary to facilitate effective communication in the classroom. By ensuring that teachers are well-versed in pragmatic principles, the educational system can better prepare them to guide their students in navigating the complexities of language use in diverse contexts ("The role of pragmatic socialization in building learners' pragmatic competence from English teachers' perspectives", 2021). The curricula designed for English language instruction in Uzbekistan also reflect a growing recognition of the importance of pragmatic competence. Recent revisions to the curricula have incorporated elements that promote the development of communicative skills, including reading and speaking tasks that require learners to engage with language in context (35). This shift towards a more pragmatic approach to language education aligns with global trends that prioritize the integration of pragmatics into language teaching, thereby enhancing the overall effectiveness of language instruction.

The analysis of the State Educational Standards, qualification requirements, CEFR, and curricula in Uzbekistan reveals a concerted effort to improve pragmatic competence in English language education. By aligning educational practices with contemporary language teaching principles, Uzbekistan's educational system can better prepare future teachers to foster effective communication skills in their students, ultimately enhancing language learning outcomes.

To explore how pragmatic competence is integrated into the practical communicative skills of future English language teachers, trainee-students trained in higher educational institutions in Uzbekistan, we analyzed and evaluated the recent Reading Module of the curriculum "Reading and Writing Practice" for second year Bachelor program in the specialty Foreign Language and Education (English language) at Uzbekistan State World Languages University, Samarkand State World Languages University, Kokand State Pedagogical Institute. The main instructional program is based on teaching the English language and communicative skills in integration via coursebooks in the classrooms during the educational process. Thus, we believe that our study vividly and objectively presents the benefits, challenges and drawbacks in presenting and teaching pragmatic competence in the English curricula in foreign language teacher training universities and institutes in the light of the current advancements in the technology and methodology of design and evaluation of materials and curricula for English language skills development.

The methodological, linguistic, and didactic analysis of the coursebook "Q: Skills for Success. Reading and Writing. Level 4 Oxford. Second Edition. 2015" by Daise, D & Norloff, Ch. provides valuable

insights into the role of instructional materials in developing pragmatic competence among future English language teachers. Textbooks serve as essential resources in language education, shaping the content and methodologies used in the classroom (35).

The analysis of this particular textbook reveals its strengths and weaknesses in promoting pragmatic skills, thereby informing educators about its effectiveness as a teaching tool (Table 1 and Table 2).

Table 1
Content and instructional potential of the coursebook "Q: Skills for Success" Reading and Writing. Level 4 Oxford. Second Edition. 2015

Feature	Description
Title	Skills for Success: Reading and Writing, Level 4
Authors	Daise, D. & Norloff, Ch.
Edition	Second Edition, 2015
Key Focus	Authentic use of language
Learning Approach	Student-centered, Real-world texts and tasks
Goal	Develop communicative competence
Competencies Fostered	Linguistic competence Pragmatic competence Critical thinking Metacognitive awareness
Features of Textbook	Incorporates real-world contexts Engages students in interpreting pragmatic cues Encourages analytical engagement with texts
Benefits for Teachers	Valuable resource for teaching language skills

Table 2
Evaluation and analysis of "Q: Skills for Success" Reading and Writing. Level 4 Oxford. Second Edition. 2015 Coursebook

Key Aspects	Analysis Points
Authentic Language Use	☑Inclusion of real-world texts and tasks ☑Engages learners in context ☑Develops communicative competence
Critical Thinking and Metacognitive Awareness	+-Variety of reading and writing tasks +Promotes reflective practice +-Supports development of pragmatic competence (+shows potential where linguistic competence and comprehension practice are intensively enhanced; +-refers to the need for integrating enhanced pragmatic content

	into linguistic and communicative activities and tasks)
Need for Explicit Teaching of Pragmatic Principles	➢Integration of politeness strategies
	➢Cultural norms could be better taught
	➢Targeted instruction on language use
Overall Potential	▸Valuable resource for future teachers
	▸ Aligns with contemporary pedagogical practices
	▸ Further integration of explicit instruction needed

This table effectively summarizes the textbook's strengths and potential areas for improvement, providing a clear and organized representation of your analysis.

As it can be observed from the table, one notable aspect of the "Q: Skills for Success" Reading and Writing. The level 4 coursebook emphasizes authentic language use. The inclusion of real-world texts and tasks encourages learners to engage with language in context, fostering their ability to interpret and respond to pragmatic cues (12). This focus on authenticity aligns with contemporary pedagogical approaches that prioritize the development of communicative competence, making the textbook a valuable resource for future teachers ("The role of pragmatic socialization in building learners' pragmatic competence from English teachers' perspectives", 2021).

Additionally, the textbook incorporates a variety of reading and writing tasks that promote critical thinking and metacognitive awareness. By encouraging learners to reflect on their reading processes and engage with texts analytically, the textbook supports the development of pragmatic competence. This emphasis on metacognitive strategies is crucial for helping students navigate the complexities of language use, as it fosters a deeper understanding of how context influences meaning. However, while the textbook demonstrates strengths in promoting pragmatic skills, there are areas for improvement. For instance, the explicit teaching of pragmatic principles, such as politeness strategies and cultural norms, could be more thoroughly integrated into the curriculum.

By providing learners with targeted instruction on these aspects of language use, the textbook could enhance its effectiveness in developing pragmatic competence among future teachers. To sum up, the methodological, linguistic, and didactic analysis of the coursebook highlights its potential as a resource for developing pragmatic competence in English language education. By emphasizing authentic language use, critical thinking, and metacognitive awareness, the textbook aligns with contemporary pedagogical practices. However, further integration of explicit pragmatic instruction could enhance its effectiveness, ultimately better preparing future teachers to navigate the complexities of language use in diverse contexts.

Conclusion

In conclusion, pragmatic competence is an indispensable component of communicative competence, pivotal in equipping future English language teachers with the skills necessary to navigate the complexities of real-world communication. The growing recognition of its significance in teacher education is a promising step towards enhancing the quality and effectiveness of language instruction. However, significant challenges persist, particularly in ensuring the systematic integration of pragmatic instruction into teacher education curricula and professional development frameworks.

The ability of teachers to foster pragmatic competence among learners depends on a multifaceted approach that includes explicit instruction, the development of cross-cultural awareness, and an understanding of pragmatic transfer—the influence of learners' native language pragmatics on their use of the target language. These components are vital for preparing teachers to guide students in using English appropriately and effectively across diverse sociolinguistic and cultural settings. Furthermore, the deliberate inclusion of pragmatic elements in teacher education programs has the potential to enrich linguistic and communicative proficiency, bridging the gap between theoretical knowledge and practical application.

Looking ahead, future research should aim to explore innovative methodologies for embedding pragmatic instruction within teacher training programs. Longitudinal studies are necessary to assess such instruction's sustained impact on teacher preparedness and student outcomes. Additionally, the role of authentic language use in developing pragmatic skills warrants further investigation, focusing on task-based approaches and real-world communication scenarios that mirror the multifaceted demands of global English usage.

Incorporating implicit instruction through context-rich tasks and authentic interactions also holds promise for developing the intuitive understanding of pragmatic norms that underpin effective communication. Teachers must be equipped with the tools and strategies needed to seamlessly integrate pragmatic instruction into classroom practices, whether through role-plays, simulations, or digital tools that offer exposure to diverse linguistic and cultural contexts.

Ultimately, the development of pragmatic competence in future teachers is a critical step towards ensuring that English language learners are equipped with linguistic accuracy and the ability to navigate the social dimensions of language use. This effort requires a collaborative approach involving curriculum designers, policymakers, educators, and researchers to create an ecosystem that supports the holistic development of communicative competence. By addressing these challenges and opportunities, the field of language education can move closer to realizing its goal of preparing learners for meaningful and effective participation in a globalized world.

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