

**PRAGMATIC FOUNDATIONS OF INFORMATION PROCESSING
COMPETENCE AND THE FORMATION OF MEDIA CULTURE IN MOTHER
TONGUE EDUCATION****Oloqova O'g'iljon Mamanazarovna**

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<https://doi.org/10.5281/zenodo.20259876>**\Abstract:**

This article elucidates the essence of information processing competence in mother tongue education, its pragmatic foundations, and its integral connection with media education. In addition, issues such as the formation of media culture, the analysis of media texts, the evaluation of the reliability of information, the creation of media products, and the обеспечение of communicative effectiveness are analyzed. Based on H. Grice's principles of cooperative communication and O. S. Issers' communicative-pragmatic views, the quantitative, qualitative, thematic, and stylistic aspects of media communication are revealed. The article scientifically and pedagogically substantiates the significance of pragmatic competence in developing students' independent thinking, media literacy, communicative culture, and creative growth.

Keywords:

information processing competence, pragmatic competence, media education, media culture, media communication, communicative cooperation, media text, pragmalinguistics, H. Grice's principles, communicative culture, media literacy, mother tongue education, relevance principle, communicative-pragmatic approach, critical thinking.

One of the general language-related competencies is information processing competence, which involves searching for necessary information from media sources, processing, evaluating, and effectively applying it, as well as developing media communication skills. The pragmatic foundations of this competence are developed through the implementation of media education and the cultivation of media culture within an individual. These two factors improve a person's interaction with mass media — television, radio, cinema, print media, online publications, and other media platforms.

Specialists place particular emphasis on the structural aspects of this competence and consider the following directions important:

1. Analyzing media texts, critically comprehending them, and creating new media texts.
2. Identifying the sources of media products (political, economic, cultural), understanding their characteristics, and revealing their true meaning.
3. Fully perceiving the content of media products.
4. Creating personal media products, promoting them, and attracting a target audience.
5. Determining the communicative "life cycle" of the studied or created media product.

According to the views of the American pragmalinguist H. Grice, communicative activity is carried out based on the principle of cooperation; in relation to our topic, this phenomenon

may be called “media cooperation.” Grice argues that effective information exchange requires adherence to four main principles: quantity, quality, relevance, and manner.

From the perspective of the pragmatic approach, the principle of quantity in relation to students implies the necessity of determining (and, when necessary, limiting) the amount of transmitted or received information. In other words, both the communicator and the recipient should be satisfied with information sufficient to meet communicative needs and avoid excessive information during the communication process. Violation of moderation in oral or written speech negatively affects the quality of communication: excessively brief statements may lead to ambiguity, while excessive detail may result in the fragmentation of thought and a decline in communicative effectiveness.

Within the structure of pragmatic competence related to information processing, the principle of quality holds particular importance. This principle aims to develop students’ abilities to determine the authenticity of information, verify its reliability, and reject information unsupported by facts in a timely manner. Avoiding deception by false or suspicious information, refraining from spreading such information, and not transmitting it to others without verification constitute the primary requirements of this principle. At the same time, a responsible attitude toward the quality of information reflects an individual’s moral and civic responsibility before society.

A conscious individual deeply feels responsibility for the authenticity of received information and strives to prevent the spread of false or doubtful data. The principle of relevance encourages participants in communication to remain within the scope of the issue being discussed. In practical life, failure to adhere to this principle often leads to deviation from the first principle — quantity — and the second principle — quality.

Adherence to these principles in telephone conversations or internet communication primarily demonstrates self-respect on the part of the communicator, as well as respect toward the interlocutor. Valuing the time of communication participants is considered one of the essential signs of high communicative culture. However, media communication between family members living far apart, close friends, or lovers cannot always be confined to strict frameworks of quantity, quality, or relevance. In such cases, the form and requirements of communication are determined by the conditions of interaction, namely the state and opportunities of the participants.

Regardless of how much time interlocutors possess, in situations where they cannot remain alone in public places, they naturally adhere to the above-mentioned principles. A person’s behavior in places such as buses, metro stations, and waiting halls, as well as their use of media tools without causing discomfort to others, reflects their cultural and spiritual character. Failure to comply with these standards indicates insufficient awareness of the ethical-pragmatic aspects of communication in social environments.

In the process of working with information and media tools, the principle related to communication style is also of particular importance. The essence of this principle is manifested in the effort of communication participants to choose a style of expression that is clear, understandable, appropriate, and suitable to the recipient’s level of preparedness. In this regard, the communicator should avoid using words or expressions that may be difficult for the interlocutor to understand and, if necessary, explain them in a timely manner. Avoiding ambiguity and confusion in expressing thoughts, ensuring conciseness of the text, and maintaining consistency and logical coherence in speech construction are among the main requirements of the relevance principle.

According to O. S. Issers, the speech of the addressee in the communication process is manifested through several important parameters:

- during the conversation, an individual directly or indirectly expresses their “self” and personal qualities; in doing so, a person may elevate or diminish their own status;
- in the process of selecting and using words, the degree of politeness becomes evident, that is, the desire to attract the interlocutor through courtesy or the absence of such a desire;
- during the exchange of ideas, participants constantly monitor the communicative-pragmatic effectiveness of their speech: they consciously adapt their tone to the situation, manage the circumstances, and regulate the flow of communication.

General competencies envisage the continuous physical, spiritual, psychological, intellectual, and creative self-development of an individual, their striving for maturity, their ability to make independent decisions, and the possession of learning competence. In the context of mother tongue education, this process is manifested in a student’s ability to develop themselves by integrating the knowledge, skills, and competencies acquired through spontaneous and specially organized education with their life experience.

At first glance, the task of physical development in the mother tongue subject may appear logically distant. This is because, in educational practice, there is a widespread perception that this goal is mainly associated with competencies formed through movement-based subjects such as physical education or technology.

In reality, general key competencies should be integrated into the educational process by all subjects in accordance with their content, objectives, and internal characteristics. For example, in the mother tongue subject, working on and improving a student’s physiological parameters such as voice timbre, acoustic abilities, and speech intonation, as well as applying them effectively in necessary situations, may serve as one of the practical interpretations of this competence.

At the same time, independently reading and studying supplementary literature related to the mother tongue and sources revealing the rich possibilities of language ensure students’ spiritual and psychological growth. The discovery of linguistic physiological capabilities and the acquisition of additional knowledge significantly contribute to students’ intellectual and creative development.

As a result, the student is formed as a free-thinking individual capable of making independent decisions in real-life situations, that is, as a person possessing pragmatic competence.

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