

DEVELOPING PRAGMATIC COMPETENCE IN FUTURE ENGLISH LANGUAGE TEACHERS

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Annotation: This article examines methodological approaches to developing pragmatic competence in pre-service English language teachers. Pragmatic competence—the ability to use language appropriately in social and cultural contexts—is a critical component of communicative competence. The paper discusses how teaching pragmatic elements such as speech acts, politeness strategies, conversational implicature, and context-sensitive expressions can be effectively integrated into teacher training programs. Attention is given to practical methods, such as role-playing, discourse analysis, and authentic material usage, which help future teachers both acquire and later transmit pragmatic knowledge to their students.

Key words: pragmatic competence, pre-service teachers, communicative competence, English language teaching, discourse strategies, teacher training, methodology, speech acts.

INTRODUCTION

In the field of higher education, the development of pragmatic competence among pre-service English language teachers presents a number of contemporary challenges. In this regard, exploring the integration of Bloom's Taxonomy through both inductive and deductive approaches opens new avenues for academic inquiry. Recent studies emphasize the relevance of such integration technologies in enhancing language knowledge, skills, and competencies in English.

These methods have demonstrated their effectiveness in helping learners achieve high results in both international and national language certification exams. Furthermore, the integration of Bloom's Taxonomy into the learning process makes instruction more interactive, engaging, and student-centered. It plays a critical role in increasing learners' motivation toward academic achievement and deeper understanding.

It is well known that national educational standards not only define the level of knowledge and preparedness expected from students in foreign languages, but also serve as a foundational basis for the development of curricula, instructional materials, and textbooks. According to these standards, the objectives and tasks of foreign language education within the continuous learning system in Uzbekistan are clearly outlined.

Specifically, it is emphasized that at all stages of education in the Republic of Uzbekistan, the primary goal of teaching foreign languages is to develop learners' communicative competence, enabling them to operate effectively in a multicultural world across every day, academic, and professional contexts.

The communicative competence outlined in the standard consists of three core components: linguistic, sociolinguistic, and pragmatic competences. Our current research focuses on the third pragmatic competence, which, according to Uzbekistan's National Educational Standard, is defined as "the ability to manage complex communicative situations in the target foreign language, such as asking for repetition, offering apologies, or navigating misunderstandings through appropriate language use".

Furthermore, the standard includes discourse competence as an integral part of pragmatic competence. Discourse competence refers to the learner's ability to express ideas in both spoken and written language using appropriate linguistic tools. It involves mastering the skills required to ensure coherence and cohesion in communication, as well as the ability to recognize, interpret, and utilize linguistic signals for meaning-making in discourse.

METHODOLOGY

In modern English language teaching, it is essential not only to enhance future teachers' linguistic competencies, but also to develop pragmatic competence a core component of communicative skills. In the era of globalization, this need arises from the growing importance of using language appropriately in real-life interactions and across diverse cultural contexts. One of the most effective tools for addressing this challenge is the application of Bloom's Taxonomy.

The purpose of this study is to develop methodological approaches for enhancing future English language teachers' pragmatic competence through the integration of Bloom's Taxonomy using both inductive and deductive methods. The following research tasks have been identified:

1. To define the concept of pragmatic competence and explore its significance in the educational process;
2. To analyze the main stages of Bloom's Taxonomy and design their integration into the practical teaching activities of future English language teachers, followed by experimental testing;
3. To describe methods for applying Bloom's Taxonomy through inductive and deductive approaches and to develop a system of exercises accordingly.

Bloom's Taxonomy represents a hierarchical model used by educators to structure and deliver knowledge progressively. It consists of the following six stages:

1. Knowledge – recalling and recognizing factual information;
2. Comprehension – understanding and internalizing the material;
3. Application – using acquired knowledge in new contexts;
4. Analysis – breaking down information to identify its structure and meaning;
5. Synthesis – combining elements to form new patterns or ideas;

6. Evaluation – making judgments and forming reasoned conclusions.

These stages serve as a framework for effective communication between teacher and student and can significantly contribute to the development of pragmatic competence. By embedding Bloom's Taxonomy into practical classroom interaction, educators can promote deeper learning, critical thinking, and more effective real-world language use.

RESULTS

Pragmatic competence refers to the ability to use language appropriately and effectively within a given context. For English language teachers, it is not enough to possess knowledge of grammar and vocabulary; they must also understand how language functions in cultural and social contexts. This competence ensures the effective use of language in various forms of communication whether in conversation, public speaking, or academic writing.

Inductive and Deductive Approaches

The Inductive Approach involves exposing learners to specific examples and real-life situations before introducing general rules. This method encourages students to discover patterns and rules on their own, fostering independent thinking and deeper engagement with the material.

The Deductive Approach, on the other hand, starts with the explanation of general rules, followed by examples that illustrate how those rules are applied in practice. This method supports structured and systematic learning, helping students to grasp language concepts in a logical sequence.

Both approaches serve important roles in developing pragmatic competence. When applied strategically, especially in combination, they can enhance learners' ability to use language not only correctly, but also appropriately in real-world interactions.

DISCUSSION

This research employs a combined methodological approach, with a particular focus on the application of inductive and deductive strategies to assess their effectiveness in the development of teachers' pragmatic competence. Both experimental and theoretical methods are utilized to identify the most effective ways of training future English language teachers.

To evaluate the teachers' level of pragmatic competence, various testing instruments and communicative tasks, such as role-playing activities and group-based tasks are incorporated into the experimental phase. These activities simulate real-life communication scenarios and provide valuable data for analyzing how inductive and deductive approaches influence the acquisition and application of pragmatic skills.

The comparative analysis of these approaches aims to determine which method, or combination thereof, yields more significant improvements in the teachers' ability to use language effectively and contextually in both spoken and written communication.

CONCLUSION

The results of this study demonstrate that integrating inductive and deductive approaches within Bloom's Taxonomy can lead to significant improvements in the development of pragmatic competence among future English language teachers. The inductive method supports learners in reinforcing their existing knowledge and encourages active language production, while the deductive method promotes structured and systematic acquisition of linguistic rules.

This research highlights that the integration of these two approaches provides an effective methodological framework for enhancing pragmatic competence. Teachers were given the tools to generalize rules and apply language in clear, purposeful, and contextually appropriate ways.

The findings suggest that broader implementation of this methodology could contribute to training teachers who are not only proficient in language instruction, but also highly competent in communication. As a result, such an approach has the potential to elevate both the quality of English language teaching and the communicative effectiveness of future educators.

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