

PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR FORMING STUDENTS' PRAGMATIC COMPETENCE BASED ON CORPUS TECHNOLOGIES

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Abstract

This article explores the psychological and pedagogical conditions essential for forming students' pragmatic competence in foreign language learning, particularly through the application of corpus technologies. Pragmatic competence is increasingly recognized as a crucial component of communicative competence, enabling learners to use language appropriately within diverse social contexts. The advent of corpus linguistics offers new opportunities for enhancing language instruction by providing authentic, context-rich data that reflects real-world language use. The article investigates the integration of corpus technologies into language teaching and learning, focusing on the psychological and pedagogical factors that influence students' acquisition of pragmatic competence. This research emphasizes how the use of corpora can facilitate the development of pragmatic skills, such as understanding speech acts, politeness strategies, and context-sensitive language use. The findings indicate that leveraging corpus technologies within pedagogical frameworks enhances learners' pragmatic competence by providing exposure to real-life language use and promoting deeper cognitive engagement with the language.

Key words: *Pragmatic Competence, Foreign Language Teaching, Corpus Linguistics, Communicative Competence, Data-Driven Learning (DDL), Task-Based Learning, Speech Acts, Cultural Awareness, Language Pedagogy, Contextual Learning, Language Acquisition, Pedagogical Strategies, Authentic Language Data, Motivation in Language Learning, Discourse Competence, Cognitive Engagement, Pragmatic Markers, Corpus-Based Teaching, Task Design*

ПСИХОЛОГИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ПРАГМАТИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА ОСНОВЕ КОРПУСНЫХ ТЕХНОЛОГИЙ

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Аннотация

Данная статья исследует психологические и педагогические условия, необходимые для формирования прагматической компетенции у студентов в процессе изучения иностранных языков, особенно через применение корпусных технологий. Прагматическая компетенция все больше признается важной частью коммуникативной компетенции,

которая позволяет обучающимся использовать язык должным образом в различных социальных контекстах. Появление корпусной лингвистики открывает новые возможности для улучшения преподавания языка, предоставляя аутентичные данные, отражающие реальные ситуации языкового использования. В статье рассматривается интеграция корпусных технологий в преподавание и обучение языкам, с акцентом на психологические и педагогические факторы, влияющие на освоение студентами прагматической компетенции. Исследование подчеркивает, как использование корпусов может способствовать развитию прагматических навыков, таких как понимание речевых актов, стратегии вежливости и контекстно зависимое использование языка. Результаты исследования показывают, что использование корпусных технологий в педагогических рамках способствует улучшению прагматической компетенции учащихся, предоставляя им возможность ознакомиться с реальными примерами языкового использования и способствует более глубокому когнитивному вовлечению в процесс освоения языка.

Ключевые слова: Прагматическая компетенция, Преподавание иностранных языков, Корпусная лингвистика, Коммуникативная компетенция, Обучение на основе данных (DDL), Обучение на основе задач, Речевые акты, Культурная осведомленность, Педагогика языка, Контекстуальное обучение, Освоение языка, Педагогические стратегии, Аутентичные языковые данные, Мотивация в изучении языков, Дискурсивная компетенция, Когнитивное вовлечение, Прагматические маркеры, Обучение на основе корпуса, Проектирование задач.

KORPUS TEXNOLOGIYALARI ASOSIDA TALABALAR PRAGMATIK KOMPETENSIYASINI SHAKLLANTIRISH UCHUN PSIXOLOGIK VA PEDAGOGIK SHART-SHAROITLAR

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Annotatsiya

Ushbu maqola, talabalar pragmatik kompetensiyasini shakllantirish uchun zarur bo'lgan psixologik va pedagogik shart-sharoitlarni, ayniqsa, korpus texnologiyalarini qo'llash orqali o'rganadi. Pragmatik kompetensiya kommunikativ kompetensiyaning muhim tarkibiy qismi sifatida tobora keng tan olinmoqda, chunki bu kompetensiya o'rganuvchilarga tilni turli ijtimoiy kontekstlarda to'g'ri ishlatish imkoniyatini beradi. Korpus lingvistikasi sohasining paydo bo'lishi, til o'rgatishni yaxshilash uchun yangi imkoniyatlar yaratib, haqiqiy va kontekstga boy ma'lumotlarni taqdim etadi, bu esa real dunyo tilini aks ettiradi. Maqolada, korpus texnologiyalarining til o'qitish va o'rganish jarayonlariga integratsiyasiga, talabalar pragmatik kompetensiyasini egallashiga ta'sir qiluvchi psixologik va pedagogik omillarga e'tibor qaratiladi. Tadqiqot, korpuslarni qo'llash orqali pragmatik ko'nikmalarni, masalan, nutqiy aktlar, odo-axloq strategiyalari va kontekstga mos til ishlatishni rivojlantirishni qanday qo'llab-quvvatlashini ta'kidlaydi. Tadqiqot natijalari, pedagogik ramkalarda korpus texnologiyalaridan foydalanish, o'rganuvchilarga haqiqiy til ishlatish bilan tanishish imkonini yaratib, tilga nisbatan chuqurroq kognitiv ishtirokni rag'batlantirish orqali pragmatik kompetensiyani oshirishga yordam berishini ko'rsatadi.

Kalit so'zlar: Pragmatik kompetensiya, Chet tili o'qitish, Korpus lingvistikasi, Kommunikativ kompetensiya, Ma'lumotlarga asoslangan o'qish (DDL), Vazifaga asoslangan o'qish, Nutqiy aktlar, Madaniy ong, Til pedagogikasi, Kontekstual o'qish, Tilni o'rganish, Pedagogik strategiyalar, Haqiqiy til ma'lumotlari, Til o'rganishga motivatsiya, Diskursiv kompetensiya, Kognitiv ishtirok, Pragmatik markerlar, Korpusga asoslangan o'qitish, Vazifa dizayni.

Introduction

The concept of **pragmatic competence**—the ability to use language effectively and appropriately according to the context of communication—has become a central focus in foreign language education. While traditional language teaching often emphasized grammatical correctness and lexical knowledge, recent advances in linguistic research and language pedagogy have highlighted the importance of pragmatics in fostering successful communication. Pragmatic competence involves the mastery of sociocultural norms, speech acts, politeness strategies, and the ability to interpret contextual cues that govern communication.

In the context of foreign language learning, pragmatic competence goes beyond knowing what to say; it is about knowing how, when, and to whom to say it. This nuanced understanding of language use is crucial for learners who aim to participate effectively in real-world communicative interactions, especially in an era of increasing intercultural communication. To support the development of this competence, language educators must consider not only the cognitive and linguistic aspects of learning but also the psychological and pedagogical conditions that foster pragmatic skill acquisition.

One promising approach for enhancing pragmatic competence is the use of **corpus technologies**. A corpus, or a large and structured collection of language data, provides authentic examples of how language is used in various social contexts. Corpus-based language learning offers students exposure to real-world language, thus helping them to better understand the pragmatics of communication. However, to effectively integrate corpus technologies into language teaching, it is essential to address the psychological and pedagogical conditions that influence how students engage with and learn from these tools.

This article aims to examine the psychological and pedagogical conditions that support the formation of students' pragmatic competence, specifically through the use of corpus technologies. It investigates how the use of authentic language data can foster a deeper understanding of pragmatic phenomena and enhance students' ability to use language appropriately in different contexts.

Literature Review

The concept of **pragmatic competence** has gained significant attention in the field of applied linguistics and language pedagogy. Pragmatic competence refers to the ability to use language effectively and appropriately in various social and cultural contexts, including the ability to perform speech acts, manage turn-taking in conversation, and interpret meaning in context. As an essential component of **communicative competence**, pragmatic competence extends beyond knowledge of grammar and vocabulary, focusing instead on how language is used in real-world interactions.

The role of pragmatic competence in foreign language teaching has been widely recognized, with several researchers highlighting its importance for learners to function effectively in intercultural communication. However, the integration of pragmatic competence into language curricula has traditionally been a challenge due to its complex, context-dependent nature (Kasper

& Rose, 2002). Despite this, the rise of **corpus linguistics** has provided new opportunities to enhance pragmatic learning by offering large datasets of authentic language use in real-life contexts.

Pragmatic Competence and Language Pedagogy

The study of **pragmatics** in applied linguistics has evolved significantly since the early work of sociolinguists such as Hymes (1972), who introduced the notion of communicative competence. For Hymes, communicative competence was more than grammatical knowledge; it included the ability to use language in ways that are socially and culturally appropriate. In the decades since, the concept of pragmatic competence has expanded to include the mastery of speech acts, politeness strategies, and the ability to interpret conversational implicature (Thomas, 1983).

Several studies have underscored the importance of pragmatic competence in foreign language learning. Kasper and Rose (2002) argue that pragmatic competence should be considered an integral part of foreign language education because it enables learners to participate meaningfully in communicative situations. They suggest that learners need to be exposed to a range of **pragmatic markers** such as discourse markers, hedging, and politeness forms, as well as the cultural norms and values that govern communication. Additionally, pragmatic competence aids learners in making appropriate choices regarding formality, politeness, and the interpretation of indirect speech acts, all of which are essential for successful communication in the target language.

However, there is still a gap in the literature regarding the practical integration of pragmatic competence into language teaching. While the significance of pragmatics is widely acknowledged, the challenge remains in how best to teach it. Traditional methods of teaching grammar and vocabulary have often overlooked the social context of language use, and pragmatic competence has been seen as difficult to teach in a systematic way.

Corpus Technologies in Language Teaching

Corpus linguistics provides a powerful set of tools for analyzing language in context. A corpus is a large, structured collection of written or spoken texts that can be analyzed for patterns of language use. **Corpus-based teaching** involves using authentic language data from corpora to teach various aspects of language, including pragmatics. By providing real-life examples of how language is used in different contexts, corpus technologies have the potential to enhance students' understanding of pragmatic features such as speech acts, politeness strategies, and sociolinguistic variation.

Baker (2006) highlights the potential of corpus linguistics to bridge the gap between theoretical linguistics and practical language teaching. Through corpus-based activities, students can examine authentic examples of language use, providing them with insights into how language works in real-world communication. The use of **authentic language data** allows learners to observe how native speakers use pragmatic markers, such as hedging, requests, apologies, and compliments, in various social contexts. This exposure to authentic language helps students understand the dynamic relationship between language, context, and social interaction, which is crucial for developing pragmatic competence.

Corpus-based teaching has also been shown to support learners in acquiring **discourse competence**, which involves the ability to understand and produce coherent and contextually appropriate stretches of language. Meyer (2002) emphasizes that corpora can provide students with examples of how cohesive devices, such as conjunctions, connectors, and discourse

markers, function in authentic communication. These markers are often context-dependent, and their appropriate use is central to pragmatic competence. By analyzing corpus data, students can develop a deeper understanding of how these devices operate in different communicative settings, which supports their overall communicative competence.

Psychological Conditions for Pragmatic Learning

While corpus technologies provide valuable tools for enhancing pragmatic competence, it is important to consider the **psychological conditions** that facilitate effective language learning. Learning pragmatics requires more than just exposure to linguistic data; it also involves cognitive engagement, motivation, and the ability to transfer learning to real-world situations. Several psychological factors influence how students acquire pragmatic competence, including their **attitudes towards the target language**, their **cultural awareness**, and their ability to **process contextual information** (Kasper & Rose, 2002).

Cognitive engagement is crucial for pragmatic learning, as students must actively analyze and interpret language data in context. According to research on **task-based language teaching**, active learning tasks that require students to engage with authentic language data help to deepen their understanding of pragmatics (Ellis, 2003). By working with corpora, students are encouraged to make sense of the data by identifying patterns and inferring rules for language use. This type of active engagement fosters cognitive development, as students learn not only language forms but also how to interpret and use them in appropriate ways.

Additionally, motivation plays a key role in language learning, and students' motivation to learn pragmatics can influence how effectively they develop this competence. Motivation is especially important in the context of corpus-based learning, where students must navigate large datasets and engage in analytical tasks that may be perceived as challenging. Teachers can support students' motivation by demonstrating the relevance of pragmatic skills for real-world communication and by designing corpus-based tasks that are engaging and relevant to students' interests and needs.

Pedagogical Approaches to Corpus-Based Pragmatic Learning

Incorporating corpus technologies into language pedagogy requires effective pedagogical strategies. Several studies have explored how **task-based learning** can be integrated with corpus-based activities to enhance pragmatic competence. For example, **data-driven learning** (DDL) is a pedagogical approach in which students use corpora to analyze language patterns and derive rules themselves. This approach emphasizes the importance of student autonomy and encourages learners to take an active role in their learning process.

Ellis (2003) suggests that **data-driven learning** can be especially effective for teaching pragmatics because it allows students to explore real-life language use and gain insights into how language works in specific contexts. By analyzing authentic language examples, students can identify speech acts, politeness strategies, and register variation. They can then apply these insights to their own communication, making their language use more appropriate and contextually sensitive.

Moreover, **corpus-based tasks** can be designed to target specific pragmatic features. For example, learners might examine a corpus of dialogues to identify different types of speech acts (e.g., requests, apologies, offers) and analyze how they are used in different social contexts. This kind of corpus-based task provides students with concrete examples of how pragmatic strategies

are employed in everyday language use, facilitating the development of their own pragmatic competence.

Conclusion of Literature Review

The literature highlights the importance of pragmatic competence in foreign language teaching and underscores the challenges and opportunities in teaching this complex aspect of language use. Research indicates that corpus technologies offer a valuable means of promoting pragmatic competence by providing students with authentic language data and opportunities for active engagement. However, successful implementation of corpus-based teaching requires careful attention to both the **psychological conditions** (e.g., cognitive engagement, motivation, and cultural awareness) and the **pedagogical conditions** (e.g., task design, teacher support, and data-driven learning) that influence students' learning processes. In the following sections, this article will explore how these conditions can be integrated into language teaching to foster the development of students' pragmatic competence through corpus technologies.

Methods

This study adopts a qualitative research design, analyzing existing literature on pragmatic competence, corpus linguistics, and language pedagogy. The research also includes an examination of empirical studies that investigate the use of corpus technologies in language teaching, with a specific focus on how they facilitate the development of pragmatic competence. The study draws upon a variety of academic sources, including journal articles, books, and case studies, to identify the psychological and pedagogical factors that impact students' ability to learn and apply pragmatic skills through corpus-based instruction.

In addition, the study investigates specific corpus-based tools and resources that have been used in language classrooms to promote pragmatic learning. These include corpora that provide authentic examples of speech acts, politeness strategies, discourse markers, and other pragmatic features. The research also considers the design of corpus-based tasks and exercises, exploring how these can be structured to foster both cognitive and affective engagement with the language.

Results

The analysis reveals that the integration of corpus technologies into language teaching enhances students' pragmatic competence by providing them with rich, authentic data that reflects real-world language use. The results show that students exposed to corpus-based materials develop a more nuanced understanding of language pragmatics, including the use of politeness strategies, register variation, and context-dependent speech acts. Several key psychological and pedagogical conditions were identified as critical for the effective use of corpus technologies in pragmatic competence development:

1. **Cognitive Engagement:** Corpus-based tasks that encourage active analysis and interpretation of language data promote cognitive engagement. By working with real-world language examples, students are able to identify patterns and gain insights into how language is used in context, which deepens their understanding of pragmatic concepts such as turn-taking, speech act strategies, and conversational implicature.
2. **Contextual Awareness:** Exposure to authentic corpora enables learners to recognize how language use varies across different social and cultural contexts. This helps students understand the contextual factors that influence language choice, such as formality, politeness, and social hierarchy. The use of corpora also facilitates learning how specific language forms are used in different registers and situations.

3. **Task-Based Learning:** The use of corpus-based tasks, such as identifying speech acts or analyzing discourse markers in context, encourages active learning. Task-based learning emphasizes the importance of using language in realistic scenarios, helping students internalize pragmatic rules and strategies. This approach also encourages learners to engage with language in a more meaningful and purposeful way.
4. **Self-Directed Learning:** Corpus technologies can promote autonomy in language learning by encouraging students to explore language data independently. The ability to access and analyze corpora allows students to take charge of their own learning, developing skills in data analysis, pattern recognition, and critical thinking.
5. **Teacher Guidance and Facilitation:** While corpus-based tools can offer significant learning opportunities, they require careful integration into the classroom by trained educators. Teachers play a crucial role in guiding students through the process of analyzing corpora, providing feedback, and facilitating discussions about pragmatic features in the data. Effective teacher support is essential for ensuring that students make the most of corpus-based learning activities.

Discussion

The results of this study highlight the importance of psychological and pedagogical conditions in the successful integration of corpus technologies into foreign language teaching. Corpus-based learning not only provides authentic examples of language use but also offers a dynamic, interactive learning environment that can enhance students' understanding of pragmatics. By engaging with real-world language data, students develop both cognitive and affective awareness of how language is used in context, which is essential for acquiring pragmatic competence.

However, there are several challenges associated with incorporating corpus technologies into language instruction. One of the primary challenges is the need for educators to be familiar with corpus-based tools and how to use them effectively in the classroom. Teacher training programs should emphasize the pedagogical principles of corpus-based instruction and provide teachers with the necessary skills to facilitate corpus-based learning activities. Furthermore, there is a need for a more comprehensive integration of corpus technologies into language curricula, ensuring that pragmatic competence is treated as an integral part of language learning, rather than as an optional or supplementary aspect.

Another challenge is the potential for students to feel overwhelmed by the volume and complexity of corpus data. Therefore, it is important to design tasks and exercises that are appropriate for the students' proficiency level and to gradually introduce them to corpus analysis. Providing scaffolding and support throughout the learning process is crucial for ensuring that students develop the skills necessary to engage with corpora effectively.

Conclusion

The development of students' pragmatic competence is essential for effective communication in a foreign language, especially in an increasingly globalized world. Corpus technologies offer a promising approach to enhancing pragmatic competence by providing learners with authentic, context-rich language data. However, to maximize the benefits of corpus-based learning, it is crucial to consider the psychological and pedagogical conditions that influence how students engage with corpus materials. Cognitive engagement, contextual awareness, task-based learning, self-directed learning, and teacher guidance are all essential factors for successful corpus-based instruction.

As language educators continue to explore innovative ways to teach pragmatics, the integration of corpus technologies should be seen as a valuable tool for fostering a deeper understanding of

how language functions in real-world communication. By addressing the psychological and pedagogical challenges associated with corpus-based instruction, educators can create more effective learning environments that empower students to develop their pragmatic competence and become more proficient and adaptable communicators in the target language.

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