

The Importance of Pragmatics in the English Language

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Abstract. This article explores the role of pragmatics in language teaching as well as its practical use in teaching learners. Here, pragmatics plays an active role for learners to learn the educational materials easily. Furthermore, it also makes the teaching process more effective and fruitful.

Key words: pragmatics, discourse, global product, communicative competence, lexical items.

Today English has got the status of global language and it is therefore enjoying the position of number one language in all over the world. It is the key source of global discourse, an accepted language in the world of art, literature, music, international markets for businesses, entrepreneurship, trade, commerce, education, research, movies, and sports events which include the cricket series too. Moreover, the English language has attracted the attention of both print and electronic media in almost all the countries of the world except social media, and several newspapers are being brought in this language, and many news channels are telecasting news bulletins and holding talk shows in English. Here, we can see the role of pragmatics in English in various spheres of life. Pragmatics mostly deals with the problems of the use of language in speech and the reflection of it in action. Moreover, pragmatics as a new field of study has been used in the speech of people. Consequently, there are many motivating factors that cause people to the Importance of Pragmatics in English Language Teaching important and imperative language. In many countries, the trend and predilection of learning pragmatics has increased to a great extent and it has really touched the sky. People try their best to admit their children to those private schools where the medium of instruction is English because the parents give much significance to English and consider this language to be a guarantee and assurance of success and a big triumph after the completion of their education from any of the college and universities in the world. According to Richards (2001), the English language is not regarded now to be the asset and paraphernalia of only the English-speaking nations on earth but this verbal communication has got the importance of a global product. People for establishing international rapport with the international community, starting entrepreneurship, launching businesses, intending trade and commerce, studying abroad, or even go abroad for doing jobs learn and use this language. Therefore, it will not be an extension to add here that it is inevitable for the masses of almost all under-developing countries to learn English at all costs for earning a suitable livelihood and being affluent and prosperous with the power of higher education coupled with learning this language. The contemporary ways and means, approaches,

attitudes as well as methods in both teaching and learning English as a second language (ESL) emphasize this verbal communication to be an applied and functional instrument besides that of a global product (world commodity) instead of a cultural expansion and growth. Because of these circumstances and state of affairs, the method that existed in the unique „epoch and age“ is conversational language training (CLT). Consequently, the philosophies of the CLT method are given below for more comprehension: Several multilingual persons (linguists) have brought the word competence into use in various situations to mention numerous kinds of information and lore. The father of linguistics Noam Chomsky initially started using the word „competence“. One of his books titled “Aspects of the Theory of Syntax” describes the term competence in a very befitting manner by saying that “language concept is largely related with a perfect talker-hearer (speaker-listener) in entirely uniform and unvarying discourse public that is acquainted with the verbal communication (language) without a glitch and is uninfluenced by these sorts of grammatically inappropriate circumstances like that of reminiscence restrictions, interruptions, alteration of care and concentration as well as inaccuracies or the term random or characteristic can be employed in using his acquaintance with linguistic within concrete enactment.” (Chomsky 1965:3).

Afterward, the father of linguistics put the division and distinction amid proficiency (competence) of the talker’s or listener’s acquaintance with tongues and enactment (performance) of the real usage of linguistics in tangible circumstances. The research sets forth the distinction flanked by the information on one hand and employing the same on the other hand; however, Noam Chomsky declined to describe if the knowledge takes in the notion or view of skill and ability. Hence it occurs that he paralleled the term ability (competence) with information (knowledge), nonetheless, the father of linguistics has not presented a flawless difference in the middle of information or knowledge and the knack as well as the ability to bring this information or knowledge in use for discourse and communication. We can see the learning of language as reasoning (cognitive) and societal process. According to Barron, L2 (Second Language) acquisition model at present is persuaded by Chomsky’s opinion of language ability and global grammar, in addition to Vygotsky’s observation supporting method (scaffolding process) that mainly emphasizes the fissure between what the beginner can do and the second phase in gaining which happens by intervention or negotiation. Canale and Swain (1980) explained that the ability of discourse (communicative competence) is a uniformity of 4 different characteristics: structural ability also called grammatical competence, the ability to study language about sociocultural context also called sociolinguistic competence, communication ability can also be called discourse competence and calculated ability which can also be said strategic competence. Canale (1983) defined structural ability (grammatical competence) talks about getting to grips with the language code of the linguistic which is to be studied; the meaning of sociolinguistic proficiency is being cognizant of the sociocultural strategies regarding usage of L2 (second language); dialogue ability or discourse competence or communicational capability states the knack to single out and array verbal objects or of lexical items as well as syntactic constructions to attain pleasing scripts; calculated ability or strategic competence signifies the aptitude to get grip spoken and non-spoken verbal maneuvers (verbal, non-verbal devices) to recompense inadequate supremacy or increase discourse.

To sum up, the importance of pragmatics has integral role in English language, as it opens

the ways for the learners to able to use language effectively and fruitfully. Furthermore, the pragmatics provides the important ingredient for the learners who are learning the English language.

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