
CORPUS TECHNOLOGY AS A FACTOR IN THE DEVELOPMENT OF PRAGMATIC COMPETENCE

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ABSTRACT: This article is devoted to a methodology for the formation of students' pragmatic competence based on corpus technologies.

KEYWORDS: Corpus, technology, pragmatics, linguistics, foreign languages, student.

INTRODUCTION

Corpus technologies are now regarded as one of the technologies utilized in information and communication technology instruction and research (P.V. Sisoiev, 2010; O.G. Gorina, 2014; E.S. Osipova, 2017). They allow for more efficiency in the teaching of a foreign language in general, as well as the development of lexical and grammatical abilities. Furthermore, corpus technologies in foreign language teaching methods aid in the development of students' independent design skills. Despite this, the actual application of corpus technologies in foreign language teaching approaches is still very limited, which may be due to a lack of theoretical and technological foundations (N.F. Koryakovtseva, 2002). These examples demonstrate the importance of developing a corpus-based technique for building students' pragmatic competencies.

Pragmatic competence is defined as an individual's ability to perceive and apply thought-building norms, as well as to adapt ideas to various communicative roles based on the communicants' qualities and the communication's social and cultural environment. The following aspects make up the component structure of pragmatic competence as an integral part of communicative competence in a foreign language:

- a) social component (ability to interpret the social contexts of communication and the social roles of dialogue participants; ability to choose a socially acceptable method of communication);
- b) socio-linguistic component (ability to interpret the speech statement (social meanings, register variations, and modality) to create a social image of the interlocutor); ability to use the language and means of communication required to achieve the goal
- c) the socio-cultural component (the ability to evaluate information about the mother tongue and the cultural aspects of the desired (learned) language's countries in the context of intercultural interpersonal contact; d) speech component (the ability to comprehend the interlocutor's choice of speech genres, cohesiveness, and coherence of the interlocutor's speech statement; the ability to select and implement speech communication for communicative tasks in line with the rules of building speech communication;

d) compensating component (capacity to bridge gaps in linguistic and socio-cultural concerns through re-interrogation, clarification, and the use of information and reference resources).

The formation of pragmatic competence components is based on the teaching of a set of lexical, grammatical, and syntactic language units to a number of pragmatic markers - to express the intended meaning, organize the discourse, and organize the evaluative attitude toward the expressed idea / statement. The study proposes four types of markers: fundamental (lexical, mixed, syntactic), explanatory, parallel (vocative, protest markers), and debate markers (contrastive, elaborative, inferent, topic-changing markers).

A set of technologies for processing and interpreting electronic language corpus data is known as corpus technology. The study of corpus technologies' didactic qualities in the field of foreign language instruction led to the concept of categorizing corpus technologies' linguistic and didactic properties into mandatory and optional types. Furthermore, six factors were proposed to unite the didactic aspects of ICT: user, multimedia, research, ease (of use) hypertext, and parameters of particular ICT qualities.

The following psychological and educational conditions must be met in order for pupils to develop pragmatic competence using corpus technologies: a) motivating/encouraging students to develop pragmatic competence using corpus technologies; b) developing communicative competence in a foreign language in students with a B1 level of proficiency; c) adherence of pupils to the defined algorithm for the formation of pragmatic competence on the basis of corpus technologies; d) formation of ICT competence in students; e) formation of ICT competence in the instructor. The teaching approach, which uses corpus technologies to shape students' pragmatic competence, consists of five interconnected block components: pre-defined circumstances, target block, theoretical block, functional-technological block, and evaluation-result block.

Simultaneously, the model's methodological foundation is built on methodical, competency-based, personal-activity-based, communicative-cognitive methods. In practice, these approaches include a variety of didactic (principle of activity; comprehensibility and the ability of the learner to be mentally and physically capable; principle of consciousness; principle of autonomy of teaching) and methodical (principle of activity; comprehensibility and the ability of the learner to be mentally and physically capable; principle of consciousness; principle of autonomy of teaching) approaches (principle of communicative orientation of teaching; principle of differentiated approach to teaching foreign languages; principle of demonstration; the principle of approximation of foreign language activity; the principle of taking into account the processes of adaptation).

The practical methodology for developing pragmatic competence using corpus technologies consists of five parts that are grouped into 12 steps:

stage 1: Specific (step 1: Describe the substance of pragmatic events in language; step 2: Discuss the key aspects of project work organization: Determine the project's aims and objectives, as well as the implementation indicators and expected outcomes, as well as the evaluation criteria. step 3: teach students how to evaluate design work using a set of criteria);

stage 2. Organizational and technical (step 4. Registration of students in the linguistic corps; step 5. Guidelines for the safe use of corps technologies in the project);

stage 3. Research phase (step 6. Search and study of pragmatic events in the linguistic corpus; step 7. Discuss examples of identified pragmatic events);
stage 4. Communicative (step 8. Completion of communicative tasks (exercises, assignments) given for the use of identified pragmatic markers; step 9. Mutual discussion of students' written work; step 10. make necessary changes to the written work);
stage 5. Assessment (step 11. Assessment of students' performance by the teacher; step 12. Student reflection).

To summarize, pragmatic competence can be defined as a set of particular knowledge about how to appropriately frame statements and fulfill communicative functions.

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