SIGNIFICANCE OF PRAGMATIC COMPETENCE AS A STRUCTURAL COMPONENT OF COMMUNICATIVE COMPETENCE

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Annotation

Determining the role of pragmatic competence within foreign language communicative competence is reflected in the works of many researchers in the field of linguistics. For a long time, teaching a foreign language involved students mastering only the grammar and vocabulary of the target language. However, with the advent of the communicative approach to teaching a foreign language in the second half of the twentieth century, the need arose to master not only linguistic competence which included only grammar and semantic units as was previously practiced, but also a number of other competencies such as pragmatic competence. Pragmatic competence was underestimated for a long time. This paper provides data about the importance of pragmatic competence as a part of communicative competence.

Key words: pragmatic competence, communicative competence, sociolinguistics, discourse, speech act, communicative models.

Importance of pragmatic competence as a part of communicative competence became highly discussed later after several researches. There were several models of communicative competence in the history of linguistics. Canale and Swain (as cited in Kazhymukan & Esenkulova 2022) put forth one of the first models of communication competence. They described it as "the relationship and interaction between grammatical competence, or knowledge of grammatical rules, and sociolinguistic competence, or knowledge of the rules of language use". A theoretical framework based on this understanding of communicative competence was introduced by Canale and Swain. It comprised three components: sociolinguistic competence, grammatical competence, strategic competence.
The writers made a distinction between discourse rules and sociocultural standards of usage, the former of which deals with an utterance's cohesiveness and coherence

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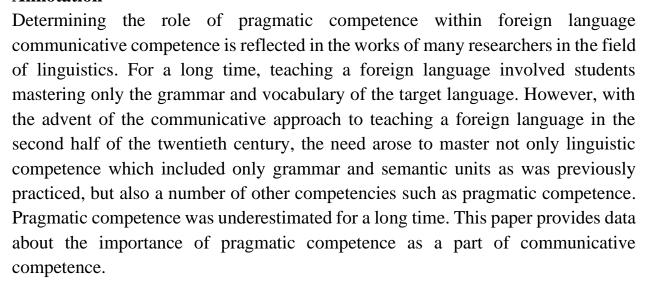**Hosted online from Plano, Texas, USA.**
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and the latter with the acceptability of language creation and interpretation in a certain sociocultural context. There was not pragmatic competence in the model at that time.

Hence, sociolinguistic competence skill explained the pragmatic elements of both language comprehension and production. When there are deficiencies in strategic competence, communication methods such as nonverbal cues and spoken words must be employed. Discourse competency was subsequently added as a fourth sub-component to this model by Canale. According to his definition, it is the mastery of grammatical structures and meaning attained through coherence and cohesiveness while creating oral or written texts of various genres, such as narratives, essays, reports, and so forth. However, this model was not perfect as it does not contain other necessary competences such as pragmatic competence and there were less focus on practical part of communicative competence..

Savignon (2017) drew on Canale and Swain and Canale to develop her own model of communicative competence consistent with classroom experience. Savignon (2017) aimed to rectify a shortcoming of earlier models, specifically the absence of a connection between various skills. Grammatical, sociolinguistic, strategic, and discourse competences were all included in Savignon's model, but the way these abilities were connected was different from Canale and Swain's and Canale's models. To highlight the idea that the growth of a single competency affects the development of a person's overall communication competence, her model was designed as an inverted pyramid. (p.3)

According to Uso-Huang and Martnez-Flor (2006), the models created by then were criticised for lacking a distinct pragmatic component. Finally, Bachman and Palmer (as cited in Tadayon & Ravand 2016) developed their own model of communicative competence influenced by research on language testing to address this gap.(p.4) The authors distinguished pragmatic competence - or pragmatic knowledge, as the authors define it - from sociolinguistic competence. They described three subcomponents of pragmatic knowledge: 1) lexical knowledge (knowledge of the meanings and figurative uses of language), 2) functional knowledge (understanding the relationship between the utterance and the speaker's purpose), and 3) relevance of sociolinguistic knowledge and sociocultural rules. They mentioned the importance of pragmatic competence through this model and represented the idea of connection between pragmatic and sociolinguistic competence.

Celce-Murcia, Dernay, and Terrell (as cited in Sidik 2018) reclassified the sociolinguistic component of the communicative competence model as sociocultural competence and included action competence, building on the work of Canale and Swain. (p.94). One notable distinction in this recently presented paradigm was the representation of competencies in a pyramid-shaped architecture. The three components that make up discursive competence are language competence (formerly known as grammatical competence), social competence, and action competence. The strategic competence surrounding the pyramid offered instruments and proficiencies to tackle any communication breakdowns in every competency. According to Celce-Murcia, Dernay, and Terrell (1995), there are two things that make up action competence: knowledge of speech act sets and knowledge of language functions. This was done in response to the growing interest in speech act theory as a component of the CLT approach and in recognition of the role of pragmatics in the development of action competence as opposed to sociocultural competence.(p.10).

Celce-Murcia (2008) expanded on their earlier framework. The concept was expanded to include template competence, a new competency. "Fixed and ready-made fragments of language that speakers actively use in everyday communication" are crucial, according to Celce-Murcia (2008, p. 47). Routines, collocations, idioms, and lexical frames were introduced by Celce-Murcia (2008) to this competency.

Most linguists stated that pragmatics is the part of sociolinguistics. Wardhaugh & Fuller (2015) stated, that "Pragmatics is perceived as being distinct from sociolinguistics, but there is some overlap" (p.248). The relationship between pragmatics and sociolinguistics has been described by Serrano (2020) in the following way: "Pragmatics involves the study of meanings in various communicative settings and situations." These result from participants' usage of language formulations, whose social characteristics play a crucial part in forming and reshaping meanings in accordance with cultural norms and communication goals. Therefore, it is apparent that pragmatics and sociolinguistics are inextricably linked. While the latter should investigate and fairly account for the distribution of pragmatic meanings across the social spectrum, the former cannot sufficiently address its extent without taking into account its social and cultural equivalent. According to both frameworks, language use results from social, cultural, and communicative values (p. 167).

Sociolinguistics is wide term as it includes various factors like gender, age, nation and culture while pragmatics focuses on context. Chiesa, D. L., Azizov, U., Khan, S., Nazmutdinova, K., & Tangirova, K. (2019) present description of both terms. Understanding how common cultural norms and conventions influence how we characterize things, objects, and social processes is known as sociolinguistics. For example the sentence "I will be back in five minutes" may be accepted differently in different cultures. In Uzbek culture people use it for any time and it does not mean exactly five minutes. For English people it means exactly five minute as they highly appreciate punctuality. In this case if Uzbek and English speaker communicate using this sentence there can be misunderstandings.

According to Chiesa, et al., (2019) the ability to comprehend and convey meaning in context is known as pragmatics. It takes consideration of time, place, and social context to comprehend a dynamic meaning. People transfer intents along with meaningful structures and semantics when they communicate. For example, let us take the sentence "It is cold". If the context is work place and conversation between employer and employee, employee needs to close the window when employer says "it is cold". However, if this conversation is between couples, man need to give his jacket to girl when she says this sentence. So context decides the meaning of the word.

You need pragmatic skills to communicate effectively. But while learning a foreign language, it frequently doesn't receive the attention it merits. Consequently, individuals learning a foreign language and possessing linguistic proficiency but without pragmatic competence can mimic perfectly formed sentences, but this still falls short of their intended communication objectives. Thus, the significance of developing pragmatic competence becomes evident. The five elements of pragmatic competence—social, sociolinguistic, sociocultural, speech, and compensatory—were suggested to be included.

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