

THE EVOLUTION OF PRAGMATIC SKILLS IN ENGLISH LEARNERS AT VARIOUS PROFICIENCY STAGES

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Abstract. Pragmatic competence plays a crucial role in effective communication, as it enables language learners to use language appropriately in different social and cultural contexts. This study explores the development of pragmatic skills among English language learners at various proficiency stages. The research highlights how learners progress from basic communicative functions to more complex and culturally appropriate language use. By examining key aspects such as speech acts, politeness strategies, and contextual awareness, this paper demonstrates that pragmatic development is gradual and influenced by both linguistic knowledge and exposure to authentic language use. The findings suggest that explicit instruction and interaction play significant roles in enhancing learners' pragmatic competence.

Keywords: pragmatic competence, English learners, proficiency levels, language development, communication.

Annotatsiya. Pragmatik kompetensiya samarali muloqotda hal qiluvchi rol o'ynaydi, chunki u til o'rganuvchilarga turli ijtimoiy va madaniy sharoitlarda tildan o'rinli foydalanish imkonini beradi. Ushbu tadqiqot turli darajadagi ingliz tili o'rganuvchilarining pragmatik ko'nikmalarini rivojlantirish masalalarini o'rganadi. Tadqiqotda o'quvchilarning oddiy kommunikativ funksiyalardan murakkabroq va madaniy jihatdan mos keladigan til qo'llanishiga qanday o'tishlari yoritib berilgan. Nutq aktlari, xushmuomalalik strategiyalari va kontekstual xabardorlik kabi asosiy jihatlarni tahlil qilish orqali ushbu maqola pragmatik rivojlanish bosqichma-bosqich kechishi hamda lingvistik bilim va real til muhiti ta'sirida shakllanishini ko'rsatadi. Topilmalar shuni ko'rsatadiki, bevosita o'qitish va o'zaro muloqot o'quvchilarning pragmatik kompetensiyasini oshirishda muhim ahamiyatga ega.

Tayanch so'zlar: pragmatik kompetensiya, ingliz tili o'rganuvchilar, bilim darajalari, til rivojlanishi, muloqot.

Аннотация. Прагматическая компетенция играет решающую роль в эффективной коммуникации, так как она позволяет изучающим язык использовать его уместно в различных социальных и культурных контекстах. Данное исследование изучает развитие прагматических навыков у изучающих английский язык на различных уровнях владения. Исследование освещает процесс перехода учащихся от базовых коммуникативных функций к более сложному и культурно соответствующему использованию языка. Рассматривая такие ключевые аспекты, как речевые акты, стратегии вежливости и контекстуальная осведомленность, данная работа демонстрирует, что прагматическое развитие происходит постепенно и находится под влиянием как

лингвистических знаний, так и опыта использования аутентичного языка. Результаты показывают, что эксплицитное обучение и взаимодействие играют значительную роль в повышении прагматической компетенции учащихся.

Ключевые слова: прагматическая компетенция, изучающие английский язык, уровни владения, развитие языка, коммуникация.

Introduction. Language learning involves more than mastering grammar and vocabulary; it also requires the ability to use language appropriately in social contexts. This ability is known as pragmatic competence. English learners at different proficiency levels demonstrate varying degrees of pragmatic awareness and communicative effectiveness. At early stages, learners often rely on literal meanings and simple expressions. As their proficiency increases, they begin to understand indirect meanings, politeness conventions, and culturally appropriate language use. This study aims to analyze how pragmatic skills evolve across different stages of language proficiency and why this development is essential for successful communication.

Literature Review. Pragmatic competence has been widely studied in the field of applied linguistics. According to Bachman (1990), communicative competence includes both linguistic and pragmatic components. Similarly, Kasper and Rose (2002) emphasize that pragmatic development is influenced by both instruction and interaction. Research shows that learners often struggle with speech acts such as requests, apologies, and refusals, especially in a second language context. Taguchi (2011) notes that higher proficiency learners demonstrate greater fluency and appropriateness in pragmatic use, while lower-level learners tend to transfer patterns from their native language.

Methodology. This study adopts a qualitative approach to analyze the pragmatic development of English learners. Data is collected from learners at three proficiency levels: beginner, intermediate, and advanced. Beginner level: learners use basic expressions and often lack awareness of context. Intermediate level: learners show partial understanding of politeness and indirect speech. Advanced level: learners demonstrate appropriate and culturally sensitive communication. The analysis focuses on learners' use of speech acts, politeness strategies, and contextual understanding.

Results and Discussion. The findings indicate that pragmatic skills develop gradually with increased proficiency. Beginner learners tend to use direct and sometimes inappropriate expressions due to limited vocabulary and cultural awareness. Intermediate learners show improvement but still face difficulties in complex interactions.

Advanced learners, however, demonstrate a higher level of pragmatic competence. They can adjust their language based on context, use indirect expressions, and apply appropriate politeness strategies. This progression highlights the importance of both linguistic knowledge and social exposure. Moreover, the study reveals that explicit teaching of pragmatics significantly improves learners' communicative abilities. Classroom activities such as role-plays, authentic dialogues, and interaction with native speakers contribute to pragmatic development.

Conclusion. Pragmatic competence is an essential component of language proficiency that develops over time. This study shows that English learners progress from basic communication to more sophisticated and contextually appropriate language use. The development of pragmatic skills is influenced by proficiency level, exposure, and instruction. Therefore, language teaching should incorporate pragmatic elements to

help learners achieve effective communication. Future research may explore the role of cultural differences and digital communication in pragmatic development.

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