THE OVERVIEW OF PRAGMATICS AND SOCIOLINGUISTICS IN COMMUNICATIVE COMPETENCE

M. Mamajonova
PhD student of Uzbekistan State
World Languages University
Email: manzurawebster94@gmail.com

Annotation: Assessing the function of pragmatic proficiency in foreign languages. The works of numerous linguistics researchers demonstrate communicative skill. For a very long time, teaching foreign languages required that pupils only learn the target language's vocabulary and grammar. But when the communicative approach to teaching foreign languages emerged in the latter half of the 20th century, it became necessary to master a variety of other competencies, including pragmatic competence, in addition to linguistic competence, which was previously limited to grammar and semantic units. For a long time, pragmatic skill was undervalued and researched as a component of sociolinguistics. Later linguistics proposed significant role of pragmatics in communicative competence. This paper demonstrates the period of separation of pragmatic competence from sociolinguistics.

Key words: pragmatic competence, communicative competence, sociolinguistics, communicative models, speech acts, culture, context.

INTRODUCTION

Throughout linguistics' history, there have been a number of models of communicative ability. According to Kazhymukan and Esenkulova (2022), Canale and Swain proposed one of the earliest models of communication competency. They defined it as "the relationship and interaction between sociolinguistic competence, or knowledge of the rules of language use, and grammatical competence, or knowledge of grammatical rules." Canale and Swain presented a theoretical framework based on this interpretation of communicative competence. It was made up of three parts:

Discourse rules are different from sociocultural standards of usage. The former deal with the cohesiveness and coherence of an utterance, while the latter deal with the acceptability of language creation and interpretation in a particular sociocultural context. The model at the time lacked pragmatic competency. The pragmatic aspects of language production and understanding were described by sociolinguistic competence.

Uso-Huang and Martnez-Flor (2006) state that the models developed up to that point were criticized for not having a clear pragmatic element. In order to close this gap, Bachman and Palmer (as described in Tadayon & Ravand 2016) created their own communicative competency model that was influenced by language testing research. The authors made a distinction between sociolinguistic competence and pragmatic competence, or pragmatic knowledge as they call it. Three subcomponents of pragmatic knowledge were described by them: 1) lexical knowledge (the understanding of the meanings and figurative uses of language); 2) functional

knowledge (the comprehension of the connection between the speaker's purpose and the utterance); and 3) the applicability of sociolinguistic knowledge and sociocultural norms.
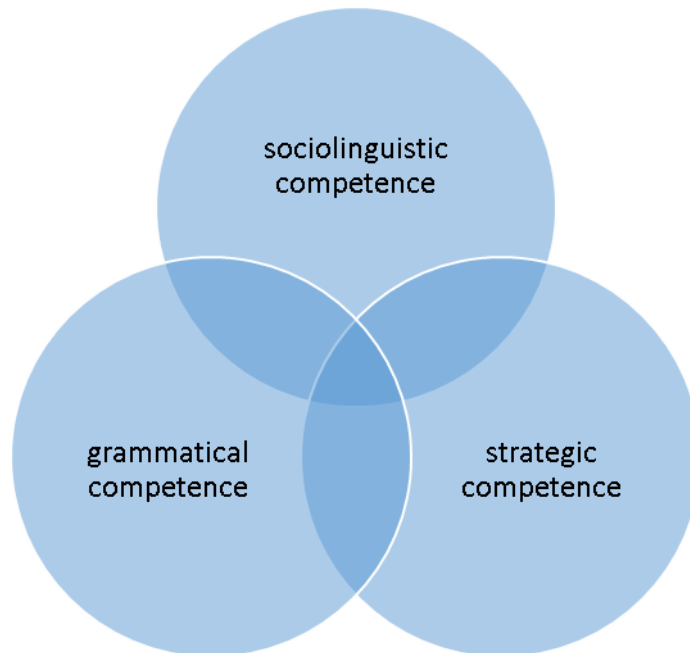

Figure1. model of communicative competence by Canale and Swain (Self made).

Building on the work of Canale and Swain, Celce-Murcia, Dernay, and Terrell (as cited in Sidik 2018) added action competence and categorized the sociolinguistic component of the communicative competence model as sociocultural competence. (page 94). The portrayal of competences in a pyramid-shaped architecture was one noteworthy change in this recently introduced paradigm. Discursive competence is composed of three elements: action competence, social competence, and linguistic competence (formerly known as grammatical competence). The pyramid's strategic competence provided tools and skills to address any communication gaps in each competency.

Purpura (2004) created his model in response to the framework proposed by Bachman and Palmer. He acknowledged that their multicomponential model of communicative competence represents "the most comprehensive conceptualization of language ability to date" (Purpura, 2004, p. 54), but he contended that a more thorough explanation of how grammatical and organizational knowledge are applied to decode and encode meaning in relation to contextual constraints would be beneficial to their model. He therefore emphasized the necessity for a more sophisticated explanation of how grammar and pragmatics relate to one another. As a result, Purpura (2004) proposed a theoretical model of language knowledge that is divided into two separate but connected categories: pragmatic and grammatical knowledge. At the meaning level of communication, these two elements are tightly intertwined even if they are theoretically described as distinct entities. He maintained that the aim and intent of a communicative act determine its meaning.

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: 167) 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).

While pragmatics concentrates on context, sociolinguistics encompasses a wide range of elements, including gender, age, nation, and culture. Both concepts are described by Chiesa, D. L., Azizov, U., Khan, S., Nazmutdinova, K., & Tangirova, K. (2019). Sociolinguistics is the study of how shared cultural norms and conventions shape our descriptions of things, objects, and social processes. The phrase "I will be back in five minutes," for instance, might not be understood in every culture. People in Uzbekistan use it to refer to any period of time; it does not necessarily mean precisely five minutes. Because English people value punctuality so highly, it means precisely five minutes. There may be miscommunications in this situation if Uzbek and English speakers use the same sentence. According to Taguchi (2019, p. 1), pragmatics "examines the relationship between language form and a context, where that form is utilized, and how this connection is seen and realized in social interaction."

Pragmatic competence and sociolinguistic competence, though both are aspects of language proficiency, focus on different areas of language use. Therefore, these terms are usually mentioned as a common term which defines the same idea. Pragmatic competence is defined as the ability to use language in social context to reach specific goals which require a good knowledge of: Language Conventions such as tone, register and politeness strategies or conversational implication. The pragmatic competence is also among the skills that permit a person to interact during conversations with others freely, skillfully, and fostering accurate interpretations.

In our mind sociolinguistic competence on the other hand refers to understanding the social and cultural determinants that affect language use at the societal or community level. These include dialects, and any changes in language due to age, gender, ethnicity or social position etc. Ability to use language in a socially appropriate way and produce grammatical, fluent, cohesive and coherent discourse with people who have varying degrees of the same context where pragmatic competence is concerned with using language effectively in communication, sociolinguistic competence concerns the social and cultural norms of language use

within a community or society. Both are critical for effective communication in all contexts.

McConachy (2019) asserts that these paradigmatic assumptions have severely constrained the understanding of pragmatic awareness in second language acquisition, particularly with regard to sociopragmatic awareness. In particular, this study questions the rigid idea of sociopragmatic norms and the constrictive notion of "appropriateness" that has arisen within interlanguage pragmatics. The article then discusses how the theoretical and empirical insights from recent work in sociocultural and intercultural pragmatics might be used to broaden the language ontology that underpins the concepts of pragmatic awareness in language instruction.

We specifically blend new concepts on pragmatics as social and moral practice with sociocognitive perspectives on pragmatic interpretation in order to highlight the cultural underpinnings of pragmatic judgments and to present a concept of pragmatic awareness as an intrinsically multicultural phenomena. Semantics investigates a term's meaning without considering its context, whereas pragmatics focuses on these specific situations. Pragmatics is primarily concerned with how language is used in communication, not with rules for properly constructing sentences. For communication to take place, at least two people must be involved: a writer and a reader, or a speaker and a listener. Therefore, pragmatics always considers the relationships between communicators.

CONCLUSION

Generally speaking, pragmatic competence is the capacity to understand the speaker's intended meaning and to express the intended speech with all of its subtleties in any sociocultural setting. But it's important to note how various academics have defined pragmatic competence and how they have interpreted it. We shall attempt to examine its component composition and relationship to other competencies in this manner.

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