

IMPROVING THE PRAGMATIC COMPETENCE OF FUTURE OFFICERS

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ABSTRACT

This article analyzes the concept of “foreign language competence”, as well as one of its main components – “pragmatic competence”. Having traced the main approaches to their improvement, the author analyzed the positions of a linguodidacticist, whose views on the problem are of particular importance for this study and developed theoretical conclusions.

Keywords: competence, foreign language competence, pragmatic competence, cadets, Russian as a foreign language.

BO‘LAJAK OFITSERLARNING PRAGMATIK KOMPETENSIYASINI TAKOMILLASHTIRISHNING ASOSLARI

ANNOTATSIYA

Maqolada “chet tili kompetensiyasi” tushunchasi, shuningdek uning asosiy tarkibiy qismlaridan biri–“pragmatik kompetensiya” ko‘rib chiqilgan. Ularni takomillashtirishning asosiy yondashuvlarini kuzatib, muallif tomonidan lingvodidaktika pozitsiyalarini tahlil qilingan, uning muammoga bo‘lgan qarashlari ushbu tadqiqot uchun alohida ahamiyatga ega va nazariy xulosalar ishlab chiqilgan.

Kalit so‘zlar: kompetensiya, kompetentlik, chet tili kompetensiyasi, pragmatik kompetensiya, kursantlar, rus tili chet tili sifatida.

Introduction. The most important component of the project of the new State educational Standard of higher Education of the Republic of Uzbekistan (the State Educational Institution of the Republic of Uzbekistan) is the focus on achieving practical skills and the ability to apply the acquired knowledge for the implementation of professional activities. In the practice of the educational process, this approach is commonly called competence-based. The competence approach is an approach to the research, design and organization of the educational process, the key category of which is the concept of “competence” [1].

Competencies in education are the main benchmarks for the effectiveness, successful and effective development of the educational process, which, in turn, strengthens the position of the competence-based approach to education in the Republic of Uzbekistan. The competence-based approach allows us to focus on the results, which are considered as the ability and readiness of a person to take action to fulfill the assigned professional tasks [3].

I.A. Zimnaya, among the factors determining the need for the use of a competence-based approach in modern higher education, highlights, first of all, the integration and globalization of the world economy and the change of the educational paradigm [6]. As a result, in modern teaching methods there is a tendency to use such a concept as communicative competence, which, in relation to the process of teaching a foreign language, is transformed into the concept of “foreign language communicative competence” [7]. In our opinion, the most accurate definition of this concept is given by E.N. Baguzina: “Foreign language communicative competence is the willingness and ability of a person to understand and generate foreign language utterances in accordance with a specific situation, a specific target setting, communicative intention and tasks of professional activity” [7].

Literary review. The problems of communication in pedagogy are considered in the works of A.A. Verbitsky, B.V. Belyaev, E.I. Passov, A.K. Markova, B.C. Korostylev, V.V. Kraevsky, A.A. Leontiev, E.S. Polat, P.D. Parygin, E.I. Passov, V.G. Gak, Faenova, V.A. Averin, L.A. Bykov, L.M. Voityuk, I.N. Denisova, N.V. Samoukina, I.Y. Tarasova, L.A. Filatova, V.P. Konetskaya, L.A. Bushina, B.A. Ivanova, V.L. Skalkina, L.A. Tatarinova, G.P. Shchedrina, T.V. Bazzhina, E.V. Musnitskaya, S.G. Ter-Minasova, N.A. Yakubova et al.

Research methodology. We searched for information in scientific and popular scientific sources, the analysis of which revealed that the terms “competent” and “competence” are somewhat similar and have a lot in common, but at the same time, the concept of “competence” has a broader meaning. Let’s compare: competence – the ability to perform a task or do something [9]; competent – fundamental abilities (implied knowledge, etc.) manifested by social actors who are “qualified” participants in social contexts [4]; competence is an area of issues in which someone is knowledgeable [5]; competence is a property in the meaning of the adjective “competent”: having thorough knowledge in any field.

Analysis and results. L.T. Akhmedova considers foreign language communicative competence as a set of the following components: linguistic,

sociolinguistic, pragmatic and discursive. Also, L.T. Akhmedova notes that pragmatic competence provides strategies that contribute to the effectiveness of communication, for example, strategies of interruption, clarification, compensation in situations with communication difficulties.

Thus, having considered several options for constructing the structure of foreign language communicative competence, we come to the conclusion that pragmatic competence is one of its important structural components.

Speaking about the competence of the military, we note that the pragmatic competence of the future military specialist is of interest for this study, which is one of the main factors in modern conditions that have a strong influence on the readiness of a graduate of a military university to withstand competition in the global labor market and take a worthy place not only in the professional, but also in the international community.

Conclusions and suggestions. The analysis allows us to draw the following conclusions. The current interpretation of pragmatic competence within the research boundaries of linguodidactics presents this phenomenon as a set of illocutionary and sociolinguistic competencies that determine successful communication in a non-native language.

In the course of the study, it was found that the functional components of pragmatic competence, ensuring the improvement of communicative skills in the process of teaching the Russian language to the students of the Higher School of Economics, are: within the illocutionary competence – the operational component (distinguishing the functional features of the language repertoire used) and the organizational component (compliance with conventional norms and structuring of utterance), within the sociolinguistic competence – the interactive component (the relevant choice of communicative strategies and tactics) and the paralinguistic component (the use of non-verbal means of implementing a communicative intention in accordance with a specific communication situation).

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