

**INTEGRATING PRAGMATIC COMPETENCE INTO COMMUNICATIVE
ENGLISH LANGUAGE TEACHING**

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Abstract: This article explores the development of students' pragmatic competence through communicative competence in the educational context of Uzbekistan. The study highlights the importance of pragmatic competence in foreign language learning and its role in ensuring effective communication. It also examines the mechanisms of developing pragmatic skills through a communicative approach in language teaching. Furthermore, the article discusses effective methods for preparing students for real-life communicative situations, improving speech etiquette, intercultural communication, and the appropriate use of language forms in different contexts. The findings of the study contribute to improving the quality of foreign language education in higher educational institutions of Uzbekistan.

Keywords: pragmatic competence, communicative competence, communicative approach, intercultural communication, speech competence.

Introduction: In the modern era of globalization and international cooperation, the role of foreign language education has become increasingly important in preparing students for effective participation in academic, professional, and social communication. English, as an international language, occupies a central position in education systems worldwide, including in Uzbekistan. Recent educational reforms in Uzbekistan have emphasized the improvement of foreign language teaching methodologies and the development of learners' communicative abilities in real-life contexts. In this regard, special attention is being paid not only to grammatical accuracy and vocabulary acquisition but also to the development of communicative and pragmatic competence among students.

Communicative competence is considered one of the fundamental goals of foreign language teaching. The concept was first introduced by Dell Hymes as a response to purely grammatical approaches to language learning. According to this theory, successful communication requires more than knowledge of linguistic structures; it also involves the ability to use language appropriately in different social and cultural contexts. Later, scholars such as Michael Canale and Merrill Swain expanded the concept by identifying several components of communicative competence, including grammatical, sociolinguistic, discourse, and strategic competences. Among these components, pragmatic competence has gained considerable importance in contemporary language education.

Pragmatic competence refers to the ability to interpret and convey meaning appropriately according to the communicative situation, cultural norms, and interlocutors' intentions. It enables learners to understand implied meanings, speech acts, politeness strategies, and contextual nuances in communication. Students with insufficient pragmatic competence may possess strong grammatical knowledge but still face difficulties in real-life interaction because they cannot use language naturally or appropriately. Therefore, the integration of pragmatic

competence into communicative language teaching has become one of the major objectives of modern pedagogy.

In the context of Uzbekistan, the need for developing students' pragmatic competence is especially significant due to the growing demand for internationally competent specialists who can communicate effectively in multicultural environments. Educational institutions across the country have introduced communicative approaches to language teaching in order to improve students' speaking, listening, and interaction skills. However, many learners still experience challenges in using English appropriately in authentic communicative situations. This problem often arises from traditional teaching methods that focus primarily on grammar translation, memorization, and theoretical knowledge rather than practical communication and sociocultural awareness.

The communicative approach provides a productive framework for developing pragmatic competence because it emphasizes interaction, real-life communication, learner-centered activities, and meaningful language use. Through role plays, discussions, problem-solving tasks, pair and group work, students are exposed to authentic communicative situations that help them acquire pragmatic awareness and intercultural understanding. Moreover, communicative language teaching encourages learners to consider context, politeness, social distance, and cultural expectations while producing speech. As a result, students become more confident and competent users of the target language.

Another important aspect of pragmatic competence is intercultural communication. Since language and culture are closely interconnected, learning a foreign language also requires understanding the cultural values, traditions, and behavioral norms of its speakers. Inappropriate language use caused by cultural misunderstanding may lead to communication breakdowns even when grammatical structures are correct. Therefore, teachers should integrate cultural and pragmatic elements into classroom activities to prepare students for successful interaction in international settings.

The present study aims to investigate the role of communicative competence in developing students' pragmatic competence in Uzbekistan's educational context. The research examines theoretical foundations of pragmatic and communicative competence, analyzes effective communicative teaching strategies, and identifies challenges faced by students and teachers in the process of foreign language learning. Furthermore, the article seeks to demonstrate how communicative methods can contribute to improving learners' ability to use English appropriately, fluently, and effectively in various communicative situations.

The significance of this research lies in its contribution to the modernization of foreign language education in Uzbekistan. The findings may assist language teachers, curriculum developers, and educational researchers in designing more effective teaching practices focused on pragmatic and communicative development. Ultimately, fostering pragmatic competence through communicative competence can help students become successful participants in global communication and intercultural interaction.

Materials and Methods: This study was conducted using a qualitative and descriptive research design to investigate the development of students' pragmatic competence through communicative competence in the context of foreign language education in Uzbekistan. The research aimed to identify effective communicative teaching methods and analyze their impact on students' ability to use English appropriately and effectively in real communicative situations.

The participants of the study included 60 undergraduate students learning English as a foreign language and 10 English language teachers from several higher educational institutions in Uzbekistan. The selected students were mainly at intermediate and upper-intermediate proficiency levels because learners at these stages are more actively involved in communicative interaction and pragmatic language use.

During the research process, a variety of educational materials and teaching resources were utilized. These included communicative English language textbooks, authentic audio and video materials, dialogues, role-play activities, classroom observation notes, questionnaires, interview forms, and students' oral and written tasks. The materials were carefully selected to evaluate learners' pragmatic awareness, communicative performance, and ability to use language appropriately according to social and cultural contexts.

Several methods of data collection were employed in the study. Classroom observations were conducted to examine how communicative activities contribute to the development of pragmatic competence. Special attention was paid to students' participation in discussions, pair and group work, role plays, and problem-solving activities. In addition, questionnaires were distributed among students and teachers to gather information about their attitudes toward communicative language teaching and the importance of pragmatic competence in foreign language learning. The questionnaires consisted of both open-ended and close-ended questions. Semi-structured interviews were also carried out with English language teachers in order to identify the main challenges and effective strategies related to teaching pragmatic aspects of language. Furthermore, students' oral and written communicative tasks were analyzed to assess their use of speech acts, politeness strategies, contextual appropriateness, and intercultural communication skills.

The research procedure was organized in several stages. First, theoretical literature on communicative competence and pragmatic competence was reviewed to establish the conceptual framework of the study. After that, classroom observations, questionnaires, and interviews were conducted during the academic semester. The collected data were then analyzed using descriptive and comparative methods. Students' communicative performance was evaluated according to criteria such as fluency, appropriateness, interactional ability, and pragmatic awareness. Teachers' and students' responses were compared to identify common difficulties and effective teaching practices in developing pragmatic competence.

Ethical considerations were also taken into account throughout the research process. Participation in the study was voluntary, and all participants were informed about the purpose of the research. Confidentiality and anonymity were maintained, and the collected information was used solely for academic purposes.

Results and Discussion

The findings of the study demonstrated that communicative language teaching plays a significant role in the development of students' pragmatic competence in foreign language learning. The results obtained from classroom observations, questionnaires, interviews, and performance analysis revealed noticeable improvements in students' ability to use English appropriately in different communicative situations. Students who regularly participated in communicative activities such as role plays, group discussions, pair work, and problem-solving tasks showed greater confidence and effectiveness in expressing their ideas, responding to interlocutors, and maintaining interaction in English.

The analysis of students' oral and written tasks indicated that communicative methods positively influenced several components of pragmatic competence, including the use of speech acts, politeness strategies, contextual appropriateness, and intercultural awareness. Many students demonstrated an improved ability to choose suitable expressions depending on the

social context and communicative purpose. For example, learners became more capable of distinguishing between formal and informal language use, making polite requests, giving opinions respectfully, and responding appropriately in academic and everyday communication. This finding supports the view that pragmatic competence develops more effectively when language learning occurs in meaningful communicative contexts rather than through isolated grammar instruction.

Classroom observations also showed that interactive learning environments increased students' motivation and participation. Students were more engaged during communicative activities because such tasks allowed them to use language creatively and collaboratively. Teachers reported that learners became less dependent on memorized grammatical structures and more focused on conveying meaning effectively. As a result, students developed greater fluency and flexibility in communication. Furthermore, communicative activities created opportunities for learners to experience authentic language use and practice sociocultural norms of English-speaking communities.

The questionnaire results revealed that the majority of students considered communicative activities highly beneficial for improving their speaking and interaction skills. Most participants stated that role plays, discussions, and real-life simulations helped them understand how language should be used in various social situations. Teachers also emphasized that pragmatic competence is an essential component of communicative competence and should receive more attention in foreign language classrooms in Uzbekistan. However, several teachers pointed out that traditional teaching methods and examination systems still focus heavily on grammar and vocabulary memorization, which limits opportunities for authentic communication practice.

Another important finding of the study was related to intercultural communication. Students who were exposed to authentic materials such as videos, dialogues, and cultural discussions demonstrated a better understanding of cultural norms, politeness conventions, and communication styles in English-speaking contexts. This suggests that integrating cultural content into communicative language teaching contributes significantly to the development of pragmatic awareness. Since language and culture are closely interconnected, learners need both linguistic and sociocultural knowledge to communicate successfully.

Despite the positive outcomes, the study also identified several challenges in developing pragmatic competence. Some students experienced difficulties in understanding implied meanings, humor, indirect expressions, and culturally specific language forms. In addition, limited classroom time, large class sizes, and insufficient authentic materials reduced the effectiveness of communicative teaching in certain cases. Teachers noted that some learners were hesitant to participate actively due to lack of confidence or fear of making mistakes. These challenges indicate the need for more learner-centered methodologies and supportive classroom environments.

Overall, the results of the study confirm that communicative competence serves as a strong foundation for the development of pragmatic competence among students. The integration of communicative activities, authentic materials, and intercultural elements into foreign language teaching enhances learners' ability to use English naturally, appropriately, and effectively in real-life communication. Therefore, educational institutions in Uzbekistan should continue promoting communicative approaches and provide teachers with methodological support and professional training aimed at improving pragmatic language instruction.

In conclusion, the present study demonstrated that the development of students' pragmatic competence is closely connected with the formation of communicative competence in foreign language education. The findings revealed that communicative language teaching methods significantly improve learners' ability to use English appropriately, effectively, and confidently

in various social and cultural contexts. Through interactive activities such as role plays, discussions, pair work, and authentic communicative tasks, students become more capable of understanding contextual meanings, applying politeness strategies, and participating successfully in real-life communication.

The research also showed that pragmatic competence cannot be developed through grammar-focused instruction alone. Although grammatical knowledge remains important, successful communication requires learners to understand how language functions in specific situations and how cultural norms influence communication. Therefore, integrating pragmatic and intercultural elements into communicative language teaching is essential for preparing students to interact effectively in international and multicultural environments.

Furthermore, the study highlighted the positive impact of authentic materials and learner-centered approaches on students' motivation, participation, and communicative performance. At the same time, several challenges were identified, including limited classroom time, traditional teaching practices, insufficient authentic resources, and students' lack of confidence in communication. These issues indicate the necessity of further improving teaching methodologies and providing professional support for language teachers in Uzbekistan.

Overall, the study confirms that communicative competence serves as an effective foundation for the development of pragmatic competence. Enhancing students' pragmatic abilities through communicative approaches can contribute to improving the quality of foreign language education in Uzbekistan and help learners become successful participants in global communication. Therefore, educators and curriculum developers should place greater emphasis on communicative and pragmatic aspects of language teaching in order to meet the demands of modern education and international cooperation.

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