

## THE SIGNIFICANCE OF PRAGMATICS IN LANGUAGE TEACHING

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**Abstract:** The article deals with components of language, importance of pragmatic components and development of pragmatic competence. Here these social and cultural norms, how language variants are defined that characterize the styles of interaction of each language, how these pragmatic contents interact; and, finally, how they are acquired - this knowledge, skills that make up pragmatic competence.

**Key words:** components of language, pragmatic component, cultural norms, sociosphere, social group, communicative exchanges, communicative approaches.

Just as there is a biosphere where living organisms live and develop, there is also a sociosphere where the center is man as a social being. This sociosphere is simply a set of social and cultural norms that tell us how to behave in a particular social group. When a person decides to learn a foreign language or, in addition to learning a new linguistic system, he must learn a certain set of social and cultural norms that govern the communicative exchanges that make up the sociosphere. These norms allow him to integrate into this new world of the language he is studying.

With the advent of communicative approaches, there is no doubt that the educational process should be focused on the student, on his needs, and therefore we strive to develop communicative competence. It is also assumed that communicative competence consists of knowledge and ability to use a foreign language effectively in different situations.

To do this, we must choose some components (functional, grammatical, lexical and sociocultural) that will allow the speaker to express himself clearly in the language he is learning.

In order for a student to progress in learning a foreign language, we cannot minimize the importance of certain language components and the relationship that exists between them.

The content and relationship between the components is very important and should reflect all the factors that are used in communicative situations.

Let's look at the following diagram:

Components: Functional - Grammatical - Lexical - Pragmatic.

Functional components reflect language for communicative purposes (the speaker asks, asserts, narrates or argues), for this he needs grammatical indicators that perform a communicative function (for example, to justify himself in the most common way in English 'The thing is'). Lexical components will inevitably be associated with the planned activity.

The pragmatic components usually focus on representing elements of the culture of the language (e.g. chocolate or football, some American traditions).

Of course, there is another aspect of the pragmatic components that is closely related to the linguistic choice that constitutes the language, which is inseparable from the communicative functions. In most

of the materials that exist for teaching a foreign language, information appears, usually formal or informal (which determines the correct choice of the pronoun, for example, in English can/could).

Our language and our culture with other languages and cultures is the only way to understand the importance of social and cultural norms that govern verbal interaction and therefore the choice of linguistic forms depends on the different styles of interaction in the language.

Thus, we need to know how social and pragmatic norms guide language: what to say in what situation and how (what language resources to use). It is a culture, not a language, that tells us whether or not we can take off our shoes in public places (non-verbal communication), whether we should use direct or indirect requests. It is on this that the choice of communicative connections depends and, consequently, which grammatical indicators to use.

It is believed that as soon as a student passes the threshold level, he already understands for what purposes he is studying the language. He decides to continue learning, which promotes effective communication (a stage where you don't have to explain too much anymore). At this stage, we must expand the area of pragmatic competence. If the student decides to go deeper into the study of a foreign language, he will enter a period of reflection, where he will have to understand the pragmatic norms of the language that govern the use of the language. To do this, the teacher must provide students with clear instructions, without which it will be quite difficult for the student to understand the norms of a foreign language.

The best way that foreign language teachers should use is in programming, where the functional content we teach is closely related to the pragmatic content. This is followed by contextualized actions, accompanied by appropriate functional and pragmatic conceptualizations.

### Conclusion

Pragmatic analysis has led us to analyze language from a functional point of view that can only be represented cross-culturally. We see that it is social and cultural norms that regulate the linguistic choices of native speakers in communication exchange. Deciding who greets first, how to respond to a greeting, how to respond to an utterance, these are the interaction styles of each language. Thus, we must expand the concept of pragmatic content. It cannot remain only within the "usage and customs" of peoples, nor in the often simplified contextual information (the concepts of formal/informal usage are examples of the simplification that we teach our students).

To facilitate the development of pragmatic competence at the intermediate level of learning a foreign language, we should give exercises in which their components are closely related.

Of course, we know that a functional description of a foreign language is missing at this stage. Thus, the task is clear. As foreign language teachers, we must constantly explore the language we teach our students.

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