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Research Article

CORPUS TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Nazarova N. G.
Teacher Of Fergana Polytechnic Institute, Uzbekistan

ABSTRACT

The goal of the research is to create strategies for teaching students' pragmatic competence through the use of corpora. The ability to understand and apply rules for building statements, to use statements for a variety of communicative functions in accordance with the social and cultural context of communication, is how pragmatic competence is suggested to be understood in the paper. The formation of a number of competencies within the framework of foreign language communicative competence and the process of mastering a foreign language can both be greatly enhanced by corpora, a contemporary teaching tool. The article suggests a five-stage, twelve-step algorithm for developing students' pragmatic skill using corpora.

KEYWORDS

Pragmatics; pragmatic competence; communicative competence; corpora.

INTRODUCTION

One of the primary objectives of teaching a foreign language is the development of communicative competence in all of its various components. An established term in the methodology of teaching foreign languages is "foreign language communicative competence," which refers to the capacity and eagerness to use a foreign language as a means of contact. Nevertheless, representatives from various scientific schools show this construct's component composition in different ways.

Numerous methodological studies on the linguodidactic potential of corpus technologies have emerged as a result of the pervasive use of contemporary information and communication

technologies in the process of teaching a foreign language. Corpus technologies are viewed by scientists as a collection of tools and techniques for handling and analyzing information from computerized linguistic corpora.

MAIN BODY

Corpus technologies have unique linguodidactic characteristics, just like any other ICT. The following linguodidactic characteristics of corpus technologies have been identified through research on studies focused on language corpora and methods of teaching a second language based on them [2, 3]. Hypertext corpus with the info that was received. The process of teaching a foreign language will be more successful if the statistics of linguodidactic properties of corpus technologies are taken into consideration when developing suitable teaching methods. Additionally, corpus tools aid in the improvement of students' abilities in self-directed project work. One of the most important instruments in corpus linguistics is concordance. It enables you to conduct a corpus search for a particular term or phrase. The use of language corpora in language instruction has drawn the attention of numerous academics in recent years. The development of techniques for the formation of students' lexical speech skills, including professional vocabulary and collocations [3–6], students' grammatical speech skills [7–8], and writing skills in the context of subject-language integrated learning [3], was the focus of research by scientists in particular.

We can presume that students could develop their pragmatic competence based on corpus technologies because it is clear that the linguodidactic potential of these tools is far from being exhausted.

A subfield of semiotics called pragmatics examines how language is used in conversation, shifting the emphasis from what is said to how it is said. In the first part of the 20th century, the term "pragmatics" was first proposed. C. Morris, along with semantics and grammar, saw it as a crucial component of semiotics [9]. In contrast to pragmatics, which emphasises these circumstances, semantics provides an answer to the issue of what a word means by examining it separately from the context and circumstances of use. Pragmatics is mainly concerned with how language is used in communication, rather than rules for the proper construction of sentences. The speaker and the listener, or the writer and the reader, are the minimum number of people necessary for communication. As a result, pragmatics always takes into account how communicants communicate. Therefore, conversation involves much more than just the speaker encoding signs and the listener decoding them. It includes intricate processes of interpretation based on what should be said in terms of the sociocultural context as well as what is said in terms of meaning. This definition of pragmatics refers to "the discipline of analysing the unspoken" [9]. What the speaker (writer) means by what is said (written) and how is this understood by the listener (or reader) in this circumstance are the central questions in pragmatics. [10, 11]. In this regard, pragmatic competence is the ability of a person to interpret and use the rules for constructing an utterance, to use utterances for various communicative functions in accordance with the characteristics of the interaction of communicants and the social and cultural context of communication.

In our study, we presented the content of teaching pragmatic competence through the content of teaching the other five components of foreign language communicative competence of the van Ek model, taking into account that pragmatic competence is an integral part of foreign language communicative competence (ICC), permeates all its components, and its development occurs as other components of ICC

develop on a specific language, speech, or sociocultural material [1]. (Table 1).

Table 1

The content of teaching the pragmatic competence of students

Component name	Content
Social	Understanding of the social contexts and roles of conversation participants; ability to select a socially acceptable communication style.
Sociolinguistic	The capacity to analyze a speech statement (social connotations, variations in register, and modalities) and draw a social portrait of the interlocutor; employ the required speech and language techniques to accomplish communication goals in accordance with chosen social roles.
Sociocultural	The capacity to analyze information about the cultural aspects of the native and studied language target countries in the context of intercultural interpersonal communication; use cultural knowledge of the native and studied language target countries in the communication process to address communication issues.
Speech	The capacity to analyze the speech genres, coherence, and cohesion of the interlocutor's utterance; select and carry out speech communication in accordance with the rules for building a speech statement to solve communicative problems.
Compensatory	The capacity to close linguistic and sociocultural gaps through clarification, questioning, and use of data and reference materials.

Learning a variety of pragmatic markers forms the foundation for the development of pragmatic skill. A collection of lexical, grammatical, and syntactic language components used to express the intended meaning, structure discourse, and express an attitude towards what is being expressed are referred to as pragmatic markers. Four groups of markers can be identified in accordance with B. Fraser's classification of pragmatic markers [12], including basic (lexical, mixed, syntactic), commenting, parallel (vocative, markers of expression of displeasure), and discursive (contrastive, elaborative, inferential, markers of changing the topic) [13]. By instructing students in the use of parallel and commenting marks, the social component of pragmatic competence is formed. The use of address and evaluative expression in social interaction varies based on the social context of communication. Basic lexical and mixed pragmatic markers are taught as part of the sociolinguistic component's development. The speaker makes use of specific pragmatic lexical or syntactic markers depending on the situation and modality. Since sociocultural references cannot be categorized as pragmatic markers, the formation of a sociocultural component cannot be immediately achieved through the training of pragmatic markers. This is explained by

the tighter connection between this pragmatic competence component and sociocultural competence within the context of communicative competence in a foreign language.

The practical methodology for the formation of students' pragmatic competence based on corpus technologies includes five stages and twelve steps:

1) explanation of the essence of pragmatic phenomena in the language;

2) discussion of the key points of the organization of project work;

3) familiarization of students with the criteria for evaluating project work;

4) registration of students in the linguistic corps;

5) instructions on the safe use of housing technologies within the framework of the project;

6) search and study of pragmatic phenomena in the linguistic corpus;

7) discussion of identified examples of pragmatic phenomena;

8) performance of communicative tasks for the use of identified pragmatic markers;

9) mutual discussion of written works of students;

10) making necessary changes to the written work;

11) assessment by the teacher of completed assignments of students;

12) reflection of students.

CONCLUSION

Therefore, the development of this component can only take place in tandem with the development of sociocultural skills. Learning to use a set of suitable discursive markers is a necessary step in the development of a speech component based on its

content (genre diversity, cohesion, and coherence). Utilizing the complete set of pragmatic markers to close knowledge gaps in other components results in the formation of the compensatory component.

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