

## METHODOLOGY OF FORMING STUDENTS' PRAGMATIC COMPETENCE BASED ON CORPUS TECHNOLOGIES

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### **Annotation:**

In this thesis, a brief description of the methodological models for the formation of students' pragmatic competence based on corpus technologies is given.

**Keywords:** hierarchy, integrity, structurality, multiplicity, systematicity.

In order to meet pedagogical goals, any methodological model is characterized by a number of properties. These are hierarchy, integrity, structurality, multiplicity (multiplicity), systemicity. Having considered the properties inherent in a methodological model, we can propose to understand the methodological model as follows: a set of organizational and pedagogical instructions for all participants in the educational process in a structured learning process. There are various types of models. Let us now examine the initial conditions for creating a methodological model for the formation of students' pragmatic competence based on corpus technologies. As the initial conditions indicated above, we distinguish the following three ideas and rules. The first of them is a social order for training students with pragmatic skills in a foreign language. The second initial condition for creating this methodological model is the need to comply with the requirements of the State Educational Standards for Higher Education (SESHE) for the bachelor's degree. It is reasonable to consider the existence of contradictions between the linguistic-didactic potential of corpus technologies and their use in the formation of pragmatic competence as the third initial condition.

The next stage in creating a methodological model is to build its theoretical block. This element includes the principles and approaches used in the teaching process. A principle is a certain integral starting point in the teaching process. An approach, on the other hand, combines various principles and thereby directs the teaching process in one direction or another. This is where the importance of selecting approaches and principles in a particular methodological model comes from.

Therefore, we consider it appropriate to include the following approaches: a) communicative-cognitive; b) systemic; c) personal-activity-based and d) compensatory principles. We will consider each approach in detail, justifying our choice.

The communicative-cognitive approach requires a certain (some) balance between the development of students' speech skills in the language being studied and the acquisition of theoretical knowledge in it. This approach has a communicative-cognitive orientation, and this

is its main principle. The cognitive component of this principle is intended to apply (use) knowledge of linguistic systems in the process of learning the language, to give it a sense of meaning.

The person-activity-based approach was adopted to study within the framework of the application of the components that make up the two components of its name. The first of them - the person-based (focused) component requires studying each student as an individual, taking into account all social (sociological) and psychological variables.

The competency-based approach is one of the most widespread approaches to teaching a foreign language. This approach is included in documents regulating educational activities at various levels. The main goal of the competency-based approach is to form certain competencies in students. There are many types of competencies included in the competency-based approach. It should be noted that awareness is understood in two directions: as the awareness/understanding of learning actions and as the understanding of the proposed/provided educational material. Students perceive certain information by organizing it in their minds, sorting, classifying it, and applying it in practice. The teacher cannot directly influence this process, since each person forms his own understanding (view, worldview) based on the knowledge gained. All this constitutes the consciousness of the individual. The teacher's work is only to educate students to a certain degree of independence by directing and reforming their educational activities.

In order to check to what extent the proposed developed methodology will be effective, in this study, experimental training was carried out, which proved the correctness of the assumption that the training aimed at forming students' pragmatic competence on the basis of corpus technologies will be effective if the following are implemented in the development of its methodology:

- taking into account the linguistic didactic properties of corpus technologies;
- if psychological and pedagogical conditions are taken into account (motivation of students to form pragmatic competence based on corpus technologies; formation of foreign language communicative competence in students at a level not lower than V1; formation of ICT competence in students; formation of ICT competence in the teacher; compliance of students with the algorithm of formation of pragmatic competence based on corpus technologies);
- if training is organized according to five separate stages (target, organizational-technical, research, communicative, evaluation) and 12 steps.

To test the working hypothesis, it was decided to consider the following tasks in this study:

- to determine the initial level of formation of pragmatic competence of students of control and experimental groups;
- training of the experimental group focused on the formation of pragmatic competence based on corpus technologies; training the control group without the use of corpus technologies;

- to determine the final level of formation of pragmatic competence of students of control and experimental groups;
- statistical processing of data obtained during experimental training;
- to analyze the data obtained during the experiment, and to discuss their statistical processing.

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