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Theoretical Foundations of Improving the Methodology of Developing Pragmatic Competence of Future Teachers

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Abstract: *In higher education institutions of the world, scientific researches are being carried out to ensure the quality of methodological training of future teachers of innovative education, to develop pragmatic competence, to model and design the educational process, to improve the methodological training of teachers based on information technologies, and to increase the scientific competence of students. In this regard, scientific research on improving the methodology of developing pragmatic competence of future teachers to the methodological level, carrying out diagnostics of the level of development, establishing modular education, activating information communication, and determining the professionalism of the future teacher is of particular importance.*

Keywords: *develop pragmatic competence, modernization, important value, educational process, evaluating the quality of education, main purpose of language teaching.*

The modernization of the education system in our country, its structural reconstruction, taking into account the modern achievements of education, science, technology and technology at the world level, envisages the updating of teaching materials. Today, in the process of globalization of the 21st century, the age of information - communication and the Internet, we can see the increasing competition on the world stage and in the world market. In such conditions, the growth of investments directed to human capital is always one of its main priorities, and the task of educating an educated and intellectually developed generation, which is the most important value and decisive force in achieving the goals set in terms of democratic development, modernization and renewal, is one of its main priorities. only the state that puts it can show itself.

The Concept of the development of the higher education system in our republic until 2030 was approved, five initiatives were put into practice, which included comprehensive measures aimed at creating additional conditions for the education of young people, the improvement of the teaching methodology, as well as the gradual implementation of the principles of individualization into the educational process, as well as professional training, retraining and upgrading of personnel, introduction of modern information and communication technologies and innovative projects in the field of public education was created.

In the world, effective technologies for improving the methodology of pragmatic competence development of future teachers are being applied to the educational process. In the conditions of innovative education, large-scale work is being carried out on the development of mechanisms for

improving the methodology of pragmatic competence development of future teachers, the creation of multimedia electronic resources based on innovative programs, and the evaluation of the quality of education. Together with such works, "improving the process and means of evaluating the quality of education, putting into practice the mechanisms that allow determining the achieved results", evaluating the level of students' knowledge based on international standards, and implementing trends related to improving the quality of foreign language teaching are being carried out.

Nowadays pragmatic competence is so important. Lack of pragmatic competence may result to problem in communication such as miscommunication and misunderstanding. The utterances in miscommunication or misunderstanding may be considered rude insults. This is the main reason why students need to learn and to have the pragmatic competence to support their communication abilities. In order to teach that pragmatic competence to students, teacher, then, has to own this competence. He or she has to understand and aware of pragmatics knowledge and pragmatics competence.

Pragmatics and teaching languages cannot be separated since they shared one important aspect dealing with communication. Teaching language in general and teaching English in specific should involve an awareness of meaning in context. Teachers should be aware of their pragmatic competence to develop students' pragmatic awareness. The most important knowledge to be taught to students is the rules to use language for communication. Students are demanded to own the communication skills that can support them as the part of the society. Not only in the classroom, students should also be able to communicate effectively with language outside classroom or the real world. Therefore, English teaching is supposed to have the main role to carry out the main purpose of language teaching which is to develop students' communicative competence. One way can be done is to integrate English language teaching and pragmatics in the classroom. Teacher is required then to own pragmatic knowledge and competence in teaching English to his or her students.

Today, due to the fierce growth of the information flow (a sharp increase in the types of information in society), each new generation is faced with a completely new situation that requires basic knowledge. Many leading scientists (E.V.Bondarevskaya, V.V.Serikov, I.S.Yakimanskaya, U.Sh.Begimkulov, N.A.Muslimov, I.A.Eshmamatov, N.Sh.Rozigulova et al.) argue that the existing traditional school model, based on the cognitive-educational paradigm, does not meet the demand of today's times. Modern educational institutions have put before them a socially active person with creative thinking, the formation of skills aimed at the flow of information in graduates, the assimilation of new technologies, Independent Education, deepening and expanding existing knowledge.

Pragmatics (derived from the Greek word: πράγμα; genitive case πράγματος — deed, action) is a branch of semiotics in which the relations of signs to the subjects who produce and interpret them are studied.

Pragmatics is a branch of semiotics in which the relations of signs (see Sign) to the subjects who produce and interpret them are studied. Pragmatics, as a rule, is considered within the framework of the interdisciplinary field of research of signs and sign systems of semiotics (see Semiotics) together with its two other sections: semantics (see Semantics) and syntactics (see Syntactics). The first of them considers signs in their relation to designated (non—symbolic) objects, the second - the relationship of signs to each other (syntax). The most important subject of study for pragmatics is the pragmatic aspect of language (see Language).

The term "pragmatics" was introduced in the late 30s of the XX century. Morris used it to designate one of the three sections of semiotics (along with syntactics and semantics). However, the very pragmatic aspect of the existence of sign systems (including language) was first carefully considered by C. S. Pierce at the end of the XIX century. Pierce (like Morris, who largely followed his ideas) considered the pragmatic component to be the main one for determining the essence of the sign. The sign becomes such

not because of its physical properties, but because of a certain use of it in the community. Therefore, both the way of constructing sign constructions (syntax) and the relation of signs to designated objects (semantics) are only a means for signs to perform their main function: to provide communication between people.

According to Peirce, cognition is a process of mediating reality by signs. The need for mediation arises because cognitive activity is carried out not by an isolated subject (as the philosophical tradition coming from R. Descartes tries to present it), but by a community that, in its joint actions, develops a general idea of the world. The process of cognition consists in the production and interpretation of signs (mainly linguistic). In this sense, truth, according to Peirce, is not the correspondence of judgments to some objective state of affairs. It represents a consensus reached within the community. In other words, truth is not a semantic concept (as it appears, for example, in A. Tarsky), but a pragmatic one.

For several decades after Peirce, despite the widespread interest in topics related to language and sign systems, pragmatic issues were almost not touched upon by researchers. Most of the works in the field of semiotics, linguistics and philosophy of language focused on the syntactic-semantic approach. A surge of interest in pragmatics (mainly linguistic) arose already in the second half of the 20th century and was associated with developments within the framework of analytical philosophy (see Analytical Philosophy). The first significant events that testified to this were, firstly, the late works of L. Wittgenstein, and secondly, the theory of speech acts by J. Austin.

In Wittgenstein's concept, one can see the absolutization of the pragmatic aspect of language (although Wittgenstein himself does not use the term "pragmatics"). In this sense, the thesis he proposed is characteristic: "The meaning of a linguistic expression is its use." Language does not exist to name objects or to express mental states. It provides people with the opportunity to work together, subject to certain rules. Every language sign is a kind of figure in the "language game", somewhat similar to a chess piece. The chess king has a certain sign, but the meaning of this sign is determined only by the rules of its use within the game. Outside of use, it does not mean anything (it does not mean anything). An important feature of Wittgenstein's philosophy is a kind of elimination of the subjective factor of language use. Language behavior is playing by the rules shared by the community. Everything related to language is exclusively public. Speaking a language is a publicly interpreted event, the meaning of which is determined by general rules, and not by the state of consciousness of the speaker.

The theory of speech acts represents a different line of research on the pragmatic aspect of language. It also recognizes that the main thing in language is its pragmatic, communicative function. Without denying the role of community-shared rules, this theory introduces characteristics such as the speaker's intention, communication goal, and so on. In other words, according to the theory of speech acts, the use of language largely depends on the consciousness of the subject of linguistic activity.

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