



Received: January 1, 2025
Accepted: February 24, 2025
Available online: February 25, 2025

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A PRAGMATIC APPROACH TO DEVELOPING PRODUCTIVE SKILLS: SPECIFIC ASPECTS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

ABSTRACT

This research aims to investigate the challenges and advantages of teaching productive skills through a pragmatic approach. Productive skills, namely speaking and writing, are fundamental communication skills that are more complex to acquire. Speaking can be defined as the utilization of grammar, lexical resources, and pronunciation of a particular language to convey a desired message; concurrently, writing is understood as the presentation of information or ideas in a structured written format.

Furthermore, these skills can enhance learners' language proficiency. To achieve effective outcomes in teaching speaking and writing skills, it is widely acknowledged that identifying and implementing appropriate approaches, methods, and techniques in the classroom are crucial. This research encompasses several objectives to achieve its primary aim.

The objectives of this scientific inquiry are to analyze the relevant literature related to the topic and to classify and synthesize scientific findings. Analysis, classification, and summarization research methods have been employed to elucidate conclusions that may be beneficial for English language educators and other professionals in this field.

Findings have revealed that a pragmatic approach offers several advantages. Primarily, it is practical and enables students to prepare for future application. Secondly, it facilitates the improvement of life skills such as communication, problem-solving, and decision-making. Thirdly, it fosters self-confidence, and lastly, it enhances

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PRODUKTIV KO'NIKMALARNI RIVOJLANTIRISHDA PRAGMATIK YONDASHUV: INGLIZ TILINI CHET TILI SIFATIDA O'RGATISHDAGI O'ZIGA XOS JIHATLAR

ANNOTATSIYA

Ushbu tadqiqotning maqsadi – pragmatik yondashuv orqali produktiv ko'nikmalarni rivojlantirishda mavjud qiyinchiliklar va afzal jihatlarni o'rganishdan iborat. Produktiv ko'nikmalar, bu – gapirish va yozish, o'zlashtirilishi murakkab bo'lgan asosiy muloqot qobiliyatidir. Gapirish – muayyan bir tilning grammatikasi, leksik resurslari va talaffuzidan foydalangan holda kerakli xabarni yetkazish sifatida tavsiflansa, shunga muvofiq, yozish – ma'lumot yoki g'oyalarni yozma shaklda taqdim etish sifatida tushuniladi.

Bundan tashqari, bu ko'nikmalar o'rganuvchilarning til bilimini oshirishga yordam beradi. Gapirish va yozish ko'nikmalarini shakllantirishda samarali natijalarga erishish uchun auditoriyada tegishli yondashuv, metod va texnikani aniqlash va qo'llash muhim ekanligi keng miqyosda tan olingan. Zamonaviy ta'lim tizimida produktiv ko'nikmalarni rivojlantirish metodikasi alohida ahamiyatga ega va mazkur sohadagi innovatsion yondashuvlar jiddiy tadqiqotlarni talab etadi.

Ushbu tadqiqot maqsadiga erishish uchun bir nechta vazifalar belgilangan. Xususan, ilmiy tadqiqotning vazifalari mavzuga oid adabiyotlarni tahlil qilish hamda ilmiy natijalarni turkumlash va sintezlashdan iborat. Ingliz tili o'qituvchilari va ushbu sohadagi boshqa mutaxassislar uchun foydali bo'lishi mumkin bo'lgan xulosalarni yoritish uchun tahlil, turkumlash va umumlashtirish tadqiqot metodlari qo'llanilgan.

collaboration and teamwork skills. Conversely, there are some limitations to using this approach, as it is time-intensive, assessment is more challenging compared to other approaches, and disengaged students pose a significant challenge. This approach is ineffective if students are unmotivated. However, it can be concluded that these difficulties can be mitigated through increased motivation, engaging activities, and meticulous organization.

Key words: productive skills, pragmatic approach, EFL, speaking, writing, context, communication, motivation, pragmalinguistic, sociopragmatic.

Natijalar shuni ko'rsatdiki, pragmatik yondashuv bir qancha afzalliklarga ega. Birinchidan, u amaliy xususiyatga ega bo'lib, talabalarni kelajakdagi amaliyot uchun tayyorlashga imkon beradi. Ikkinchidan, u kommunikatsiya, muammolarni hal qilish va qaror qabul qilish kabi hayotiy ko'nikmalarni rivojlantirishga ko'maklashadi. Uchinchidan, u o'ziga bo'lgan ishonchni oshiradi va nihoyat, hamkorlik va jamoaviy ish ko'nikmalarini rivojlantiradi. Ayni paytda, ushbu yondashuvni qo'llashda ba'zi cheklovlar ham mavjud, chunki u vaqt talab qiladi, baholash boshqa yondashuv usullariga qaraganda qiyinroq va mashg'ulotlarda ishtirok etmagan talabalar sezilarli qiyinchiliklarni keltirib chiqaradi. Agar talaba ishtiyoqsiz bo'lsa, bu yondashuv samara bermaydi. Biroq, bu qiyinchiliklarni motivatsiyani oshirish, faol harakat qilish va darsni puxta tashkil etish orqali yumshatish mumkin, degan xulosaga kelish mumkin.

Kalit so'zlar: produktiv ko'nikmalar, pragmatik yondashuv, ingliz tilini chet tili sifatida o'rganish, gapirish, yozish, kontekst, kommunikatsiya, motivatsiya, pragmalingvistik, sotsiopragmatik.

INTRODUCTION

It is widely known that the importance of knowing foreign languages and owning the ability to communicate with them is one of today's demands. Today, teaching foreign languages effectively is paid attention to by our President and the government. A lot of laws and decrees are being accepted to improve and adopt teaching systems consistent with world standards. In particular, the resolution No. 34 of the Cabinet of Ministers of the Republic of Uzbekistan accepted on January 19, 2022, "On additional measures for improving the study of foreign languages", emphasizes training the young generation perfectly and providing opportunities for them [RCM No. 34, 2022]. This decision is on the further development of foreign language teaching by organizing systematic work to train the young perfectly. It is obvious that to achieve the intended results, choosing and applying appropriate methods and approaches is one of the essential aspects.

In foreign language teaching, one of the critical areas is pragmatics. Pragmatics has been defined by many scholars worldwide, such as G.N. Leech [Leech, 1983], J.Mey [Mey, 1993], J.Thomas [Thomas, 1995], P.Grundy [Grundy, 1995], D.A. Cruse [Cruse, 2000], K.Bardovi-Harlig [Bardovi-Harlig, 2013], Y.Kim, N.Taguchi [Kim & Taguchi, 2015]. For G.Leech, "language consists of grammar and pragmatics. Grammar is an abstract formal system of conducting and interpreting messages. General pragmatics is a set of strategies and principles for achieving success in

communication by the use of grammar” [Quer et al., 2017; 667]. S.C. Levinson defined pragmatics as the study of the connection between language and context, the ability to use appropriate sentences in certain contexts and the study of implicature, speech acts, etc. [Levinson, 1983].

As seen in the definitions above, it can be concluded that pragmatics is the study of the linguistic choice of speakers in different contexts. G.Yule separated pragmatics into four areas: (1) pragmatics is the study of speaker meaning; (2) pragmatics is the study of contextual meaning; (3) pragmatics is the study of how more gets communicated than is said; (4) pragmatics is the study of the expression of relative distance [Yule, 1996; 3]. Pragmatics in the first area means what the speaker intends to deliver to the audience. Pragmatics is a contextual meaning in which meaning is understood according to context. The same sentences and expressions in different contexts can mean different things. Pragmatics goes beyond the literal meanings of what is said. It also explores the implied meaning of speakers.

“Pragmatics is the systematic study of meaning by or dependent on the use of language. The central topics of inquiry include implicature, presupposition, speech acts, deixis, reference, and context, the division of labour between, and the interaction of pragmatics and semantics” [Huang, 2007; 2]. “Pragmatics may be roughly defined as the study of language use in context – as compared with semantics, which is the study of literal meaning independent of context” [Birner, 2013; 10-11]. Pragmatic instruction is particularly necessary in a foreign language context since English Language Teaching aims to gain communicative competence – the social rules of language use [Erlinda, 2019; 6]. The excellence of studying language with pragmatics is that it can make learners convey and understand not only literal meanings of words and expressions but can help to interpret intended meanings and how to give ideas in an appropriate way.

Furthermore, by learning language through pragmatics, one can use appropriate speech acts based on their needs. Pragmatics can mean different things depending on the context. When we say that someone is taking a “pragmatic approach” to something, for example, the implication is that the person is being practical [Ishihara & Cohen, 2010; 3]. A pragmatic approach is one of the most effective approaches being investigated by many scholars worldwide. As T.Eliza concluded, pragmatics highlights language use in context, and English as a Foreign Language (EFL) learners are imperative to be knowledgeable of pragmatics. Pragmatic competence is a key factor in the application of the pragmatic approach. Pragmatic competence is defined as the ability to deliver and understand meaning appropriately, relying on contexts. To acquire this competence, language learners must know the language [Eliza, 2023; 72-73]. It can be said that exploiting a pragmatic approach in the classroom improves learners’ pragmatic competence as well. Pragmatic competence is the ability to successfully carry out the speech process in different contexts based on linguistic and cultural norms. Also, it is an ability to interpret and convey meaning in (social) context. The intended meaning is more than what is said. A dialogue can be wrong in terms of form/structure and meanings/semantics, but it can be correct from the

viewpoint of pragmatic meaning. Once interlocutors understand each other's intended meanings, even with grammatically incorrect sentences, the communication is still successful [Chiesa et al., 2019; 42]. It is reasonable to divide pragmatic competence into two components. The first component is pragmalinguistic competence, which concerns the linguistic side of pragmatic competence, and the second is sociopragmatic competence, which deals with the cultural side of this competence.

According to J.Jalolov “pragmalinguistics addresses those linguistic resources that speakers can make use of to convey a particular communicative act. In other words, depending on the meaning speakers want to express, they can choose a particular form from among the wide range of linguistic realizations they may have available. On the other hand, sociopragmatics deals with speakers’ appropriate use of those linguistic forms according to the context where the particular utterance is produced, the specific roles the participants play within that contextual situation and the politeness variables of social distance, power and degree of imposition. These politeness factors and the way speakers may use them to save face play a paramount role in successful communication” [Jalolov, 2015; 170]. Many scholars find the pragmatic approach very useful in improving productive skills. According to M.J. Al-Pansori, the pragmatic approach brings students closer to the practical conditions of oral and written speech. Therefore, learning speech skills using a pragmatic approach is very effective in creating active learning, especially in improving students’ productive skills in and out of the classroom [Al-Pansori, 2014; 225]. In brief, it can be said that pragmatic approach encourages learners to use the target language more effectively than other traditional approaches. Because using situations close to real life is at the centre of language learning [Bakhodirova, 2024; 45]. A lot of scholars found it helpful to exploiting pragmatic approach in teaching productive skills effective.

What are productive skills? All four language skills divided into productive and receptive types. Productive skills are speaking and writing, while receptive skills include listening and reading skills. It is widely known that speaking is often used for evaluation and assessment. In most cases, it can show one’s level of language proficiency. On the other hand, it is also found as a language skill that is very difficult to acquire.

As an oral form of exchanging information, speaking has got many functions. T.S. Suban cited the ideas of G.Brown and G.Yule, stating three functions of speaking: talk as interaction, talk as a transaction, and talk as performance.

Talk for interaction

This means talks are used as an interaction, which means conversation. For example, a conversation with your friend. The focus here is changing and sharing information.

Talk for transaction

Talks are used as transaction that pertains to instances in which participants engage in a negotiation of meaning to achieve understanding. The emphasis is here

on the content of the conversation and the actions taken. The primary objective is to convey messages effectively and ensure clarity in understanding.

Talk for performance

Talk as performance encompasses conveying information to the public or audience differently, such as classroom presentations, public announcements, and speeches. The focus is on both message and audience [Suban, 2021; 42].

Writing is another productive skill, which is a complicated activity. In foreign language teaching, writing is a goal of teaching and a means of teaching and learning. As a goal, a language learner must be able to produce written pieces for different purposes. As a means of teaching, writing is exploited to teach other skills. According to J.Jalolov: “In domestic methodology, the two types of writing are distinguished: 1) mechanics of writing (handwriting, spelling, punctuation); 2) process of expressing ideas in a graphical form. Writing refers to several subskills: putting words on paper, making sentences and linking them in paragraphs, developing essays and many others. So, writing is also a support skill” [Jalolov, 2015; 199-200].

Speaking and writing as productive skills share similarities and several differences. Because two of the four skills aim to be produced either orally or in a written form. G. Brown and G. Yule identified the main differences in productive skills as follows:

“Spoken language is less structured than written language. Syntactical rules are not followed all the time, like written language. Usually, incomplete sentences are used as interpreted according to context. Active declarative forms are commonly used.

Written language is widely believed to use metalinguistic markers like “that”, “when/while” temporal markers and connectors like “besides”, “moreover”, “however”, “in spite of”, etc. However, paratactically structured pieces in spoken language are connected by and, but, then, and, less frequently.

Spoken language is rich in topic-comment structure.

In writing, it can be felt that sentence structure subject-predicate form is typically formed.

In informal speech, it is really difficult to see the occurrence of passive voice. Instead of using passive constructions, active constructions are preferred. The use of the passive voice in written language allows non-attribution of agency.

In speaking, chat may be about the real environment because the speaker has the opportunity to rely on the immediate environment; for example, by looking at the environment, the speaker can supply the referent.

Pre-modified noun phrases are more commonly used in written language, rather than in spoken language.

The speakers are highly privileged in refining what they have said as they are going on.

Generalised vocabulary like a lot of, got, do, thing, nice, stuff, place is typically used by speakers.

The speaker applies and produces a lot of “fillers” in their speech such as “um”, “erm” “I mean”, “of course”, “you know”, “if you see”, and so on. It can make writing

confusing.

In spoken language the same syntactic form can be exploited over and over again” [Brown & Yule, 1983; 17].

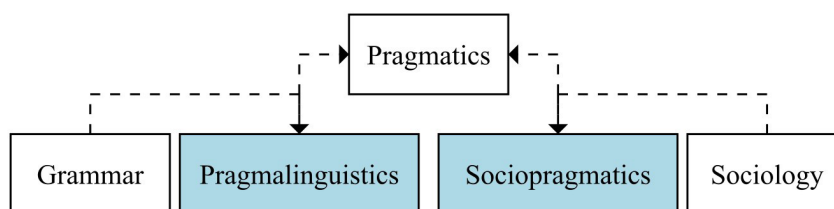
It can be added that speaking and writing have both advantages and some challenges in production. As an advantage of speaking, with a few words you can share your intended meaning with the help of verbal and non-verbal clues. However, in writing, to describe ideas or to influence the audience, a writer uses appropriate language suitable to a targeted audience. Mistakes can be seen obviously in the speaking process. However, the big opportunity of writing is the chance to correct the mistakes before the presentation. Besides, speakers can directly lean on interlocutors and their feelings while speaking; on the other hand, the writers should make a guess at their audience.

Generally, productive skills, speaking and writing, are found to be important and a bit more complex language skills to acquire. However, the pragmatic approach has proven to be effective in teaching productive skills as it makes pupils directly use learned language theories directly and consciously. As foreign language is obtained for practical use, in other words, for communication, this approach can be felt beneficial.

To improve speaking skills, teachers use a pragmatic approach as it is a good opportunity to practice speaking in different contexts. The advantage of this approach is that it helps train language learners to use language materials appropriately in a given context or situation. As the pragmatic approach supports the practical use of language theories that pupils have been taught, it is found to be a great chance to practice theory in specific contexts orally and in a written way. “Factors such as speaker, purpose, context, and medium influence the choice of words in communication hence it is important to direct the process of teaching speaking in schools” [Anita et al., 2023; 70]. As regards teaching writing through a pragmatic approach, J.S. Catterall and C.J. Ireland says, “pragmatic approaches to the teaching of academic writing attempt to instruct students in how to adapt their writing to the norms required by university. Therefore, an EAP course underpinned by pragmatic principles should help students write in ways which those who read their papers will find most accessible and acceptable” [Catterall & Ireland, 2010; 103]. We try to deeply analyse the pragmatic approach and the advantages and disadvantages of exploiting the approach in EFL classrooms. Therefore, this article aims to theoretically explore the current problems and privileges of teaching productive skills through a pragmatic approach.

The pragmatic approach incorporates pragmatic elements into pedagogical interventions. The pragmatic approach itself is divided into two: a pragmalinguistic approach and a sociopragmatic approach. Socio-pragmatics is concerned with the cultural side of pragmatics. Pragmalinguistics, conversely, can be defined as the study of the more linguistic end of pragmatics. G.Leech’s definition of ‘general pragmatics’ will be further restricted to the study of linguistic communication in terms of conversational principles. Of course, we do need detailed pragmalinguistic studies, which are language-specific, and detailed socio-pragmatic studies, which are culture-specific [Leech, 1983; 10-11]:

G.N. Leech's distinction between pragmalinguistics and sociopragmatics



related to

related to

The important thing to mention is in our research, we paid attention to the pragmatic approach generally. We covered pragmalinguistic approach and sociopragmatic approaches. A pragmalinguistic approach might begin with the pronoun system of a language, and examine the way in which people choose different forms to express a range of attitudes and relationships (such as deference and intimacy). The latter approach might begin with the social backgrounds of the participants in an interaction and examine the way in which different factors (such as age, sex, class) lead people to choose particular pronouns [Crystal, 2008; 379].

One of the important things pupil's motivations towards learning which is very important while using pragmatic approach in teaching EFL. In foreign language teaching methodology, there are intrinsic and extrinsic motivation distinguished. "Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable" [Ryan & Deci, 2000; 55]. "Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination" [Brown, 2000; 76].

METHODS

For the research authors select different methods like interview, observation, discussion, questionnaire, and test to gain intended results – for example, N.M. Vu utilized open-ended questions (actually, there were a lot of methods used to see pragmatics and teaching pragmatics from a different angle) to ask the participants about the difficulties they encountered when teaching pragmatics. Participants are 29 English teachers [Vu, 2017; 123].

M.Sufanti, N.Fatimah, K.Sholeh and M.Huda collected data using interviews, observation, discussion, questionnaire, and test methods. The stages of the research are such as designing, action, observation, and reflection. The research design was made with the help of nine Indonesian language teachers from nine senior high schools in Surakarta through a discussion. The observation method was applied to observe the learning process directly. The reflection was done by perceiving all aspects of

learning, such as the implementation of the approach, students’ activity, teachers’ activity, appreciation test, and the test result of the short story appreciation [Sufanti et al., 2023; 3].

T.Eliza used qualitative research methods to examine the implementation of a pragmatic approach in EFL teaching. The data was collected through participant observation, documentation, and direct interviews with participants. The researcher used interview and observation methods to investigate how the teacher builds the students’ pragmatic competence in the classroom. Interview guidelines were built based on the characteristics of the pragmatic approach: real/natural communication, contextual meaning of words, nonverbal language, intonation and context of interaction [Eliza, 2023; 70]. K.H. Tan and A.Farashaiyan used in-depth structured interviews with twenty Iranian EFL instructors from five institutes to collect valid and reliable data. In the interview, the main questions for the instructors focused on the problems of pragmatics in teaching and the obstacles of using pragmatic instruction [Tan & Farashaiyan, 2016; 48].

RESULTS AND DISCUSSION

N.M. Vu investigated issues of teaching pragmatics and recommended several solutions to difficulties, and supported them with practical tasks and activities. One of the three questions: “*Question: What difficulties do you have when teaching pragmatic knowledge to students?*” [Vu, 2017; 123]. The teachers gave their various responses to this question. N.M. Vu divided the difficulties into three categories (See Table 1).

Table 1. Challenges in teaching pragmatics to students

Difficulties perceived by teachers	finding out appropriate approaches to teaching pragmatics	
	not knowing how to provide students with cultural knowledge and appropriate language use	2
	diversity of English variations	
	lack of materials on language use	
Difficulties perceived by students	making a lot of mistakes in grammar and pronunciation	
	being very influenced by L1, especially in writing	4
	not having much exposure to English usage	
	not being aware of the importance of pragmatics, hence just wanting to study grammar and vocabulary	2
	difference in proficiency levels	3
	shyness in carrying out activities concerning cultural matters	
	lack of intrinsic motivation	2
	lack of general knowledge and linguistic knowledge	
Difficulties perceived by both	lack of first-hand experience in the culture of the target language and contexts	9
	cross-cultural and cross-linguistic difficultiesw	
	lack of knowledge of English in use	

Note. Numbers in the table mean the number of times the difficulty was recorded.

According to the students’ results, being unconscious of the culture of the target language and contexts (9/20) and influences of the mother tongue (4/29) were

considered to be the most significant problems of students, as reported by the teachers. N.M. Vu concluded that in learning English as a mother tongue, culture and contexts are essential.

M.Sufanti, N.Fatimah, K.Sholeh and M.Huda in their action research, investigated the implementation of a pragmatic approach in short story appreciation based on Y.Asri’s pattern of learning with the pragmatic approach that covers five steps: orientation, concretization, comprehension, oration, and re-description [Asri, 2010]. Based on the observation of the learning process, interviews with the teachers, and written reflection of the teacher, there were identified some merits and shortcomings of the pragmatic approach:

The merits of this approach are giving freedom in interpreting the short story; giving the opportunity to work together; absorbing value of the short story according to the maturity of the students’ thinking; activating the students to learn; stimulating students to talk; fostering confidence; strengthening character in accordance with the content of the short story.

The demerits of this approach among the other approaches are taking a long duration; needing the teachers’ accuracy and patience; adequately needing the students’ reading competence and needs activeness of the students in discussion [Sufanti et al., 2023; 5].

In her research on the pragmatic approach in English language teaching, T.Eliza summarizes the following benefits of applying the pragmatic approach in English language teaching [Eliza, 2023; 73-74] (See Table 2):

Table 2. Summary of the advantages of the pragmatic approach in teaching English

can make students play an active role in class
can make students more active in the learning process
can improve higher-order thinking skills and complex inquiry skills
can improve social skills which students are trained to work with other students and it can foster an attitude of mutual respect, mutual benefit as learning activities focused on students so that their knowledge is absorbed well
can strengthen social ties
can grow attitude to know one’s abilities
can be responsible and useful to others

It is widely known that every good thing has drawbacks, too. As cited by T.Eliza, G.Yule states that “pragmatics approach has weaknesses as well, the first requires more complex class norms and structures, the second this approach prioritizes student courage, so that if one of the students insecure in the learning class will be slightly hampered, requires relatively longer learning time, it takes time to adjust so that the class atmosphere becomes easily noisy and the last is none of all subjects can be applied with pragmatic approach” [Eliza, 2023; 74]. As seen above, it can be concluded that the advantages of the pragmatic approach outweigh its disadvantages.

K.H. Tan and A.Farashaiyan concluded the results as in the table factors are put in the order of significance (the first being the the most important) [Tan & Farashaiyan, 2016; 52] (See Table 3):

Table 3. Instructors' perceptions of factors influencing their non-inclusion of pragmatics instruction

Factors	N/20
learners' lack of cultural literacy	10
lack of facilities such as films, computer programmes, pictures and illustrations	9
instructors' implicit pragmatics knowledge	6
lack of time	5
the huge volume of textbooks	4
lack of adequate materials or input	4
other	
age of learners	1
lack of emphasis in teacher's guidebook	1
transfer from L1 & literal translation; existence of taboo elements	1

The first and foremost factor is the learners' lack of cultural literacy, as reported by the instructors. The last three factors, the beginning age of learners, among other factors, are identified as less important ones.

It is time to classify significant and basic difficulties into two: difficulties of the pupil and challenges of the teacher while teaching productive skills using a pragmatic approach (See Table 4):

Table 4. Fundamental difficulties on the basis of who faces: EFL teachers or language learners

Main difficulties encountered by teachers and learners	for teachers	for language learners
As tasks and activities are practical in this approach most teachers find the approach time-consuming.	+	
In most cases, it is determined there is no use in this approach if pupils are unwilling to participate in the class.	+	
lack of intrinsic motivation		+
shyness in carrying out activities concerning cultural matters		+
being significantly influenced by L1		+
It can be said that it is more difficult to assess pupils' performance in this approach. It can be challenging to have proper criteria to assess the development of practical skills, however, it is a good chance to experience and get peer feedback.	+	
being unaware of the culture of foreign language as well as lacking experience in such kinds of contexts	+	+
mixed proficiency levels of pupils		+
intercultural and cross-linguistic difficulties	+	+
lacking of knowledge in terms of practical use of English	+	+
lack of cultural literacy		+

CONCLUSION

To conclude, we can say that a pragmatic approach in teaching productive skills is found very useful by many scholars. In pragmatics contexts plays an important role in interpreting meaning. A pragmatic approach means learning the language in contexts practically. The pragmalinguistic approach is concerned with using linguistic resources in different contexts in order to deliver the message appropriately and catch

the speaker's intention. The sociopragmatic approach mostly emphasizes enhancing social and cultural skills to be successful in communication situations. The pragmatic approach can be defined as today's demand. Because the main goal of teaching foreign languages nowadays is for communication. The pragmatic approach has several advantages, like practicing real-life situations in order to train pupils for future usage; improving pupils' communication, problem-solving and decision-making skills; by acting in different roles and participating in different groups or teamwork, successfully, pupils begin to believe in themselves; and enhance collaboration and teamwork skills. On the other hand, there are some challenges of using such as it is time-consuming, assessment difficulties, and it has no effect when pupils are reluctant to learn it. However, difficulties can be overcome with increased motivation, interesting activities and correct organization.

Based on the findings of our research, we can offer some advice for teachers to overcome the difficulties of this approach and make problems fewer.

1. *Motivate your pupils.* Motivation in learning is very significant as it can make a pupil more successful. There are different ways to motivate your pupils. For example, even giving positive feedback can make them show their abilities better. Scholars define intrinsic and extrinsic motivation types. Intrinsic motivation is defined as accomplishing or carrying out some activity with inner power willingly, not caring about external rewards.

2. *Avoid monotonous tasks and activities.* Always try to use interesting and somehow entertaining activities relying on their interests and level. Good activities too, may make your pupil more motivated. While selecting our activities or tasks as a teacher one of the important things to take into consideration is diversity. Even one element of a task is changed from before used ones which can lead pupil's curiosity.

3. *Pay attention activity organization, too.* They may get bored if they always do group work, teamwork or individual. Catch the balance. While grouping them before some activities take two things in consideration: Every time divide them differently that means group members are changed before each activity which helps pupils the ability to work any group. The second thing, when grouping strong and weak pupils must be mixed equally in each group. It is not secret that secondary school pupils are in a mixed level.

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