

# Pragmatic Competence Formation In Students Based On Corpus Technologies

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**Abstract:** In the article, a model of students' pragmatic competence formation based on creative corpus technologies was developed. It is revealed that there are different types of models. It is stated that one of the most popular education models today is the problem-based education model.

**Keywords:** Corpus, pragmatic competence, model, hierarchical, national program, linguodidactic, communicative-cognitive, competence, humanistic education.

**Introduction:** Any methodological model is characterized by a number of features to achieve pedagogical goals. It is customary to distinguish its first characteristic as hierarchical. Another feature of the methodological model is its integrity. In this case, the model is considered as a type of system consisting of several components. The interdependence of these components is reflected in the structural feature. A special feature of methodological models is multiplicity, which implies the presence of several elements at the same hierarchical level of the model. The last characteristic of methodological models is consistency. This feature is manifested in the functioning of the model as a single, organized and efficient system [3;188]

Considering the characteristics of the methodological model, we can offer the following understanding of the methodological model: a set of organizational and pedagogical instructions for all participants of the educational process in a structured educational course.

There are different types of models. If we turn to history, one of the oldest education models is the traditional education model. The essence of this model is that the teacher gives knowledge directly to the student. This model puts the teacher at the center and the students absorb the information provided by the teacher as passive receivers. As an expert in his field,

the teacher must also be an excellent speaker who controls how the content is absorbed by the students. This model has advantages and disadvantages. On the one hand, the traditional model is very convenient for the direct transfer of information from the teacher to the students. On the other hand, such a model is based on only one type of learning - memorization of material, mainly by ear or repeated notes. This shows the limitations and ineffectiveness of the student in a number of situations where he is more visual, digital than auditory. Nevertheless, despite the shortcomings of this educational model, it can be used in the modern educational process.

Cognitive learning theorists believe that learning is an internal process in which information is integrated into a cognitive or intellectual structure. Learning occurs through internal processing of information. From the point of view of cognitive information, the way in which new information is presented is important. In the first or cognitive stage of learning, the student learns a general idea of what the task is and the sequence of training. In order to teach or complete an assignment, the student must have a fixed stage view. Whether a physical task is studied in full or in parts depends on its complexity.

Humanistic educational theorists view learning as a function of the whole person and believe that learning

cannot occur unless the cognitive and affective domains are involved. Man's ability to determine his own destiny is an important part of humanistic theory. Another model of education is constructivism. This model is primarily aimed at students. They receive knowledge, build a certain system from it, use its elements for their professional purposes. The role of the teacher in this model is to change and adapt the learning material, taking into account the characteristics and goals of each student. It is also worth noting that the teacher only guides the students and encourages learning through inquiry and research. [4;65]

In the constructivist model of education, the structure of teaching material is also important. Such an approach should serve as a motivating factor for students. Learning occurs by observing and repeating examples, some kind of imitation of real material.

One of the most popular educational models today is the problem-based learning model. Such an educational model is designed to increase the level of autonomy of students in the educational process. The essence of the model is to create a specific problem situation that requires students to solve it.

Another model that is widely used today is programmed learning. This type of training includes specific step-by-step actions by students following a predefined algorithm. The task of the teacher here is to check the correctness of the assignments.

The purpose of this study is to form students' pragmatic competence based on corpus technologies.

Let's consider the prerequisites for creating a methodological model of students' pragmatic competence based on corpus technologies. As conditions above, we highlight the following three propositions. The first of them is to prepare students with pragmatic skills in foreign language. The second condition for creating this methodological model is the need to comply with the requirements of the National Program of Higher Education at the undergraduate level. The third condition is the existence of contradictions between the linguodidactic potential of corpus technologies and their use in the formation of pragmatic competence.

The next stage of creating a methodological model is the construction of its theoretical block. This element

includes the principles and approaches used in the learning process. The principle is an indispensable starting point of the educational process. The approach embodies various principles, thereby directing the educational process in one direction or another. Hence the importance of the choice of approach and principles in a particular methodological model.

Thus, within the framework of this article, we consider it correct to include the following approaches: a) communicative-cognitive, b) systematic, c) personal-activity d) competence-based. Let's take a closer look at each approach and justify its choice.

Communicative-cognitive approach. It is important to develop students' speaking skills, which implies proportionality, and to acquire theoretical knowledge about the studied language. This approach has a communicative-cognitive orientation, which is its main principle. The cognitive component of this principle is designed to use knowledge about linguistic systems, to instill meaningfulness in the process of language learning. This focus is considered effective due to the use of linguistic expertise. From this comes the principle of philologization, which implies the activation of knowledge about the mother tongue, literature, linguistics, other languages and cultures in the process of teaching a foreign language. The theoretical aspect affects the language system as a part of human culture aimed at teaching a foreign language. There are several ways to implement philologizing at this level. First, language as a system can be considered from the point of view of its development in different directions: historical, grammatical, social, etc. Secondly, the knowledge of the mother tongue and/or other previously learned languages can be used as a special aid in teaching a foreign language. Thirdly, the socio-cultural component can actively participate in the formation of communicative competence of foreign language learners. As for the practical importance of philologizing, it is in the use of various texts. Thus, we believe that the combination of communicative and cognitive orientation creates an effective model for the formation of pragmatic competence. [6;208]

Basically, any teaching methodology has some kind of system. The unsystematic nature of education significantly hinders the development of students and also reduces their motivation. Therefore, we consider it mandatory to use a systematic approach in the

proposed model for the formation of pragmatic competence based on corpus technologies.

The systematic approach that appeared in Russian pedagogy in the 60s of the last century organizes and structures the teaching methodology. One of the supporters of the systematic approach I.V. Blauberg proposed the composition of this approach.[1;142] The scientist proposed to consider integration as the first element. According to the author, this parameter is key and implies a certain integrity of the system. Along with integrativeness, other principles of the systemic approach are also distinguished. The principle of hierarchy implies the existence of a systematic development of system elements. This leads to the next principle - structure. It involves organizing the system according to certain rules.

The advantages of using a systematic approach to teaching should be emphasized. First, this approach establishes a strong connection between the structural elements of the model and directs them to a common educational goal. Secondly, as a whole, the methodological model has a hierarchical structure, its elements also have their own hierarchy and organization. Thirdly, the interdependence of the structural elements makes it possible to adjust it to the requirements and needs of the teacher without harming the essence of the model [7;95].

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