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Innovative Linguodidactic Methods for Developing Students' Pragmatic Competence

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Abstract: This article presents a scientific and theoretical analysis of methods aimed at developing pragmatic competence in students of foreign language philology. It is grounded in Noam Chomsky's theory of linguistic competence, the communicative competence model developed by Michael Canale and Merrill Swain, as well as J.L. Austin's speech act theory. Additionally, the didactic features of methods such as task-based learning, role play, case studies, project-based learning, the use of authentic materials, and digital simulations, as well as the skills they develop and their role in education, are examined in accordance with the requirements of CEFR standards and UNESCO strategies. Furthermore, it is demonstrated that applying these methods as an integrated and complementary system contributes to the comprehensive development of students' communicative competence.

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1. Introduction

The transformation of the global educational space has made it imperative to fundamentally renew pedagogical strategies and to systematically integrate innovative and integrative approaches into educational practice. Today, the primary objective of higher education is not only to develop students' theoretical knowledge but also to enhance their pragmatic competence, a strategic resource that ensures communicative success in complex professional contexts [1].

In this regard, the conceptual principles of the World Education Forum and the Lisbon Recognition Convention serve as a methodological foundation for defining innovative trajectories in the training of intellectually capable and creative professionals [2]. In particular, within the framework of the Bologna Process, the diversification of active and interactive learning formats, along with the creation of a flexible learning environment, is becoming increasingly relevant in the modern higher education paradigm for fostering the professional and pedagogical creativity of future specialists. In the higher education systems of developed countries, the development of students' pragmatic competence is identified as a priority within global educational trends, particularly in the standards of the Common European Framework of Reference for Languages and the educational strategies of UNESCO. Contemporary international research places particular emphasis on examining the individual's socio-communicative role by adopting an anthropocentric paradigm as its central focus. In particular, in the field of foreign language philology, the development of students' pragmatic abilities through innovative digital

technologies and international educational platforms is acquiring significant practical importance. This, in turn, necessitates the systematic enhancement of methodological foundations aimed at increasing students' creative potential and ensuring the integration of international scientific activity through a transition to global educational paradigms [3].

At the current stage of development of the higher education system in our country, qualitatively new requirements are being placed on the content and methodology of education, as well as on enhancing its effectiveness. The directive of Shavkat Mirziyoyev to "educate young people in the spirit of patriotism, civic responsibility, tolerance, and respect for laws, national and universal values, and to shape them as individuals capable of resisting harmful influences and ideologies, with firm confidence in life and well-established views" provides a foundation for elevating these efforts to a new qualitative level [4]. It also identifies as a key priority the further improvement of the continuous education system, the expansion of access to high-quality educational services, and the continuation of policies aimed at training highly qualified specialists in line with the modern needs of the labor market. From this perspective, improving the methodology for developing pragmatic competence in students of foreign language education programs has become a matter of pressing importance [5].

2. Materials and Methods

This study examines methods for developing pragmatic competence in students of foreign language philology and is based on an integrated combination of theoretical and practical approaches. The theoretical and methodological foundation of the research is grounded in Noam Chomsky's concept of linguistic competence, the communicative competence model developed by Michael Canale and Merrill Swain, as well as J. L. Austin's speech act theory [6]. The conceptual principles of linguodidactics developed by Irina Khaleeva, Gennady Bogin, and Natalia Galskova were also applied as a methodological foundation. The following methods were employed in the study: analysis and synthesis of scientific literature, comparative typological analysis, pedagogical observation, and the study of educational practice. Six methods aimed at developing pragmatic competence, task-based learning, role play, case studies, project-based learning, the use of authentic materials, and digital simulations, were analyzed in accordance with the requirements of the Common European Framework of Reference for Languages and the educational strategies of UNESCO [7].

3. Results and Discussion

In the 21st century, the paradigm of language education has undergone a fundamental transformation. The traditional knowledge-oriented approach has been replaced by a competency-based approach. Within this framework, the language learning process aims to develop the ability to use language effectively in real communicative situations. In linguodidactics, the concept of competence reflects the integration of the learner's knowledge, skills, and abilities, as well as communicative experience. It is precisely this integrative approach that enables language to be understood as a social phenomenon [8]. It is well known that the scientific and theoretical foundations of the competency-based approach can be traced back to Noam Chomsky's concept of "linguistic competence". However, modern linguodidactics has expanded this concept by enriching it with communicative, sociocultural, and pragmatic dimensions [9].

Linguodidactics (from Latin *lingua* "language" and Greek *didaktikos* "teaching") is the general theory of language teaching, based on the study of similarities and differences between languages, the analysis of the structure of the target language, and the resolution of problems at the intersection of linguistics and pedagogy [10]. Linguodidactics is a

relatively new field in Russian linguistics, developed on the basis of the views of Gennady Bogin, Irina Khaleeva, Natalia Galskova, and others, and it reflects the essential nature of linguistic science. Irina Khaleeva defines the term linguodidactics as “a discipline that substantiates the components of educational content and explains the nature of language and the mechanisms of interaction of the individual as a social being” [11].

Pragmatic competence refers to the ability to manage communication in a foreign language, particularly in situations where misunderstandings arise, by employing strategies such as requesting clarification or apologizing in order to resolve communicative difficulties. This competence also involves expressing ideas appropriately in oral and written forms using suitable linguistic means [12].

According to the speech act theory proposed by J. L. Austin, speech consists of three levels: the content of the utterance, the act performed through speech, and the effect produced on the listener. In modern linguodidactics, pragmatic competence is characterized by the following aspects:

- The context-dependence of speech units;
- The primacy of communicative intention;
- Consideration of cultural and social norms;
- Effective use of communication strategies [13].

Pragmatic competence refers to the ability to appropriately interpret and use the meanings of linguistic units based on the situation, context, the relationships between participants in communication, and cultural factors. In modern linguodidactics, pragmatic competence is considered an integral component of communicative competence. In the model developed by Michael Canale and Merrill Swain, communicative competence consists of the following components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence [14].

In the modern education system, the primary goal of language teaching is to develop students not only into individuals who are grammatically accurate but also into effective communicators. To this end, pragmatic competence, defined as the ability to use language appropriately in accordance with the situation, purpose, and social norms, is becoming a central focus of contemporary pedagogy. In developing this competence, a number of effective methods are employed, each contributing, through its specific features, to enhancing students' communicative potential.

One of the most widely used approaches is task-based learning. This method is based on the performance of real communicative tasks and engages students through activities that simulate real-life situations rather than artificial exercises. As a result, learners develop skills such as producing goal-oriented speech, selecting appropriate communication strategies, and accurately interpreting context. This approach ensures that language is used not as a set of abstract rules but as a living means of communication, thereby providing one of the most effective pathways for transitioning from theory to practice.

The role-play method also plays a significant role in developing pragmatic competence. By taking on various social roles, such as a doctor, client, teacher, or friend, students experience the multilayered social nature of communication from within. This process helps them learn to use everyday speech acts, such as making requests, refusing, and offering, in ways appropriate to the situation. The ability to express social relationships through language, one of the core aspects of pragmatics, is most naturally developed through this method. In addition, the case-study method, that is, the analysis of specific situations, plays an important role in fostering students' critical communicative thinking. By closely examining particular communicative situations and practicing appropriate decision-making, students develop skills in problem evaluation, communicative decision-making, and contextual adaptation. This method is especially

valuable for building a solid foundation for specialists who will work in professional environments.

The project-based learning method, unlike the approaches discussed above, is characterized by its long-term and collaborative nature. As students work together on extended practical tasks, they gradually acquire complex skills such as planning communication, distributing responsibilities, and demonstrating pragmatic adaptability. As a result, they develop not only individual communicative competence but also a culture of teamwork.

The use of authentic materials allows students to directly experience how language functions in real-life contexts. Through films, articles, podcasts, and interviews, learners become attuned to the tone, usage patterns, and cultural context of authentic speech. This is particularly valuable for developing intercultural communicative competence, as language and culture cannot be learned in isolation. Finally, digital simulations have opened up new opportunities with the integration of modern technologies into education. In virtual communication environments, students interact in safe, experimental conditions, learning to adapt to real-time communication and to select appropriate online communication strategies. In the digital age, these skills are becoming increasingly important.

The six methods analyzed above, task-based learning, role play, case studies, project-based learning, the use of authentic materials, and digital simulations, form an integrated and complementary system. Each contributes to the development of a specific aspect of pragmatic competence: some foster practical application, others enhance social sensitivity, others promote critical thinking, while still others cultivate cultural and digital adaptability [15].

4. Conclusion

Summarizing the results of this study, it can be stated that the development of students' pragmatic competence is emerging as one of the key priorities of modern higher education. The six methods analyzed, task-based learning, role play, case studies, project-based learning, the use of authentic materials, and digital simulations, constitute an integrated methodological system encompassing various aspects of pragmatic competence. Each method possesses its own didactic potential: task-based learning develops practical skills; role play enhances social sensitivity; case studies foster critical thinking; project-based learning promotes a culture of collaborative communication; authentic materials support intercultural competence; and digital simulations develop online communication strategies. This approach, grounded in the theories of Michael Canale, Merrill Swain, and Noam Chomsky, fully meets the requirements of the Bologna Process and the Common European Framework of Reference for Languages. Therefore, the effective integration of these methods by educators, in accordance with learners' needs and educational objectives, is key to preparing communicatively competent specialists.

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