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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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MUNDARIJA

Raqamli ta'lim muhitida o'quvchilarning milliy qadriyatlarga oid tasavvurlarini shakllantirishning pedagogik-psixologik mexanizmlari.....	10
Davlatnazarova Ziyodabonu Muxtor qizi	
Talabalarning xulqidagi devyatsiya darajasining yuqorilab ketishiga ta'sir etuvchi ijtimoiy-psixologik omillar.....	16
Ergashev Jo'rabek Xalilovich	
Zo'rvonlikka uchragan bolalarni va ularning oilalarini zo'rvonlikdan himoya qilishning normativ-huquqiy va ijtimoiy-psixologik asoslari.....	19
Ergasheva Gullolaxon Nosirjon qizi	
Tinglab tushunish kompetensiyasining psixolingvistik va pedagogik asoslari.....	24
Jonbo'tayeva Maxarramxon	
O'z-o'zini rivojlantirish kompetensiyasining kasbiy kompetentlik tizimidagi o'rnini.....	27
Kutliyeva Feruzaxon Yusupovna	
Eshitishida nuqsoni bo'lgan bolalarning ijtimoiylashuvini ta'minlashga xizmat qiluvchi zamonaviy kompleksni rivojlantirish.....	31
Yunusov Mirsaid Xudayarovich, Istamova Sevdo Ashirqul qizi	
Elektr tizimlari dinamik barqarorligini STEAM va Spiral (Regressus, Progressus) metodlari asosida o'qitish.....	35
Safarov Xoliyor Sayyid Safar o'g'li	
O'quvchilarda badiiy-estetik did va dizaynerlik ko'nikmalarini rivojlantirish metodikasi.....	39
Norbutayeva Dilafuz Abdurasulovna	
Talabalarda ijtimoiy yetuklikni rivojlantirishning psixologik mexanizmlari va uning ta'lim sifatiga ta'siri.....	43
Rahimova Nazokatxon Kasimjonovna	
Model for Improving Students' Professional Competencies Based on Motivational Learning Approach.....	49
Alibekova Mahzuna	
Bo'lajak tarix o'qituvchilarining tarixiy tafakkurini shakllantirishning tuzilmasi va pedagogik komponentlari... 54	54
Djumaniyazov Farxod Ulugbekovich	
Yengil atletika bilan shug'ullanuvchi 14-16 yoshli sportchi qizlarda mashg'ulotlar davomiyligi.....	59
Oralova Bibixol Husniddin qizi, G'ulomova Maftuna Sayfulla qizi	
Boshlang'ich ta'limda ingliz tilini o'yinlar orqali o'rgatish.....	64
Ruzmetova D. A.	
Bo'lajak texnologiya fani o'qituvchisining axloqiy faoliyatini shakllantirishda pedagogik vositalarning imkoniyatlari.....	68
Saydanova Dilafuz Sadirdinovna	
Xorijiy tajribalar va zamonaviy yondashuvlar asosida tyutorlar kasbiy salohiyatini rivojlantirishda malaka oshirish tizimini takomillashtirish.....	75
Ubaydullayev Zuxriddin Botirovich	
Effective Classroom Activities for Developing Speaking Skills Among EFL Learners.....	79
Akhmatova Munisa Orif qizi	
Xalqaro va milliy baholash dasturlarini hisobga olgan holda boshlang'ich ta'lim mazmunini yangi ta'lim trendlari bilan boyitish.....	86
Gulmira Abdullayeva, Egamberganova Yorqinoy Ollobergan qizi	
Ijtimoiy tarmoqlarning shaxs identifikatsiyasiga ta'sirining ijtimoiy-psixologik omillari.....	90
Tojiboyeva Nodiraxon Tursunaliyevna	
Analysis of the Methodology for Developing Students' Creative Thinking Competence Using Artificial Intelligence Tools Based on STEAM Educational Technologies.....	94
Tursunaliyeva Nazokat Tokhir qizi	



Oliy ta'lim muassasalarida e-Portfolio ma'lumotlarini markazlashmagan tarzda boshqarishning afzalliklari va muammolari	102
<i>Yusupova Dono Adambayevna, Jalolov Tursunbek Sadriddinovich</i>	
Boshlang'ich sinf o'qituvchilarining inklyuziv-tolerantlik haqidagi qarashlari tahlili	110
<i>Amangeldiyeva Adolat Ravshanbek qizi</i>	
Maktabgacha yoshdagi bolalarni savod o'rgatishga tayyorlashning samarali shakl, metod va didaktik vositalari	115
<i>Go'zal Qurbonova</i>	
Maktabgacha katta yoshdagi bolalarda hayot xavfsizligi ko'nikmalarini shakllantirishning dolzarb pedagogik masalalari.....	121
<i>Muratova Munavvar O'rol qizi</i>	
Tarkibida toponimlar mavjud maqol va matallarning lingvomadaniy xususiyatlari va ularni o'qitishning lingvodidaktik asoslari.....	126
<i>Usmonova Zamira Jaxongirovna</i>	
Psixologik-pedagogik tadqiqotlarda tassavur fenomenologiyasi	130
<i>Axmedova Shaxlo Shoxob qizi</i>	
Bo'lajak tasviriy san'at o'qituvchilarining kasbiy kompetensiyasini rivojlantirish metodikasi (haykaltaroshlik san'ati misolida).....	133
<i>Panayeva Maloxat Muminovna</i>	
Взаимосвязь склонности к сравнению внешности, интернет-зависимости и уровня притязаний у студентов-юношей	136
<i>Багдасарова Диана Левоновна</i>	
Роль каракалпакской народной национальной музыки в формировании духовно-нравственных качеств учащихся	141
<i>Зарымова Турсынай Бердибай кызы</i>	
A Review of the Literature on Stem Cells in Dentistry	145
<i>Ruziyeva Kamola Akhtamovna</i>	
Bolalar musiqa va san'at maktablarida estrada san'atini o'qitish masalalari (gitara cholg'usi misolida)	150
<i>Abdullayev O'tkir Sadullayevich</i>	
Talabalarda innovatsion kasbiy kompetentlikni rivojlantirish texnologiyalari	154
<i>Avezov Davronbek Soburovich</i>	
O'zbek xalq pedagogikasi an'alarining zamonaviy ta'lim tizimidagi transformatsiyasi	158
<i>Erkaboyeva Nigora Shermatovna</i>	
Texnika va iqtisodiyot yo'nalishidagi oliy ta'lim muassasalari talabalarida ingliz tilini mustaqil o'rganishning psixologik-pedagogik xususiyatlari	163
<i>Mamatqodirova Gulnigor Rustamjonovna</i>	
Yangi dunyoviy tartibotning shakllanishi jarayonida siyosiy taraqqiyot barqarorligi va xavfsizligini ta'minlash muammolari	168
<i>Nazarov Alisher Narimanovich</i>	
Ota-onasiz tarbiyalanayotgan o'smir o'g'il bolaning ijtimoiy-psixologik xususiyatlari.....	171
<i>Qodirov Jahongir Neymat o'g'li</i>	
Kutubxona muhitida talabalarining mustaqil ta'lim faoliyatini tashkil etishning innovatsion modellari.....	176
<i>Qosimova Xolida Nabiyevna</i>	
Jismoniy imkoniyati cheklangan maktabgacha yoshdagi bolalarda milliy harakatli o'yinlar orqali jismoniy sifatlarni rivojlantirish	179
<i>Raxmatullayeva Durdoni Fazliddin qizi</i>	
Personalized Approach to the Treatment of Generalized Periodontitis in the Prediction of Cardiovascular Complications Based on Salivary Proteomic Profiling.....	182
<i>Shodiev O. U., Nazarova N. Sh., Agababayan I. R.</i>	
O'smirlarda irratsional ustanovkalar shakllanishining ijtimoiy-psixologik omillari	187
<i>Toshboltayeva Nodira</i>	
Роль интерактивного лингвокультурологического пространства в формировании лингвокультурной компетенции студентов национальных групп филологических направлений.....	191
<i>Рустамова Ферузахон Махмуджановна</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	<p>Talabalarining darsdan tashqari vaqtda mustaqil ravishda jismoniy tarbiya bilan shug'ullanishini shakllantirish 196 Dusanov Shuxrat Abdiraakovich</p> <p>Kutubxona muhitida talabalarining mustaqil ta'lim faoliyatini tashkil etishning innovatsion modellari 201 Qosimova Xolida Nabiyevna</p> <p>Jismoniy tarbiya darslarida bo'lajak o'qituvchilarning kasbiy-pedagogik kompetensiyasini takomillashtirish mexanizmlari 205 Xoliqnazarov Azamat Begaliyevich</p> <p>Oliy ta'lim talabalarida kreativ fikrlashni fanlararo integratsiya asosida shakllantirish 209 Allanazarova Dilobar Baxromovna</p> <p>"Alpomish" dostonida obrazlar nutqidagi pedagogik qarashlar 213 Boboqulova Aziza Adizovna</p> <p>Researching the Biochemistry and Physical Chemistry of Oral Fluid in Kids Who Are Acting Strangely 217 Eraliyeva Zulfiya Makhmudovna, Buzruzkoda Javohir</p> <p>Bo'lajak boshlang'ich sinf o'qituvchilarini mikro matnlarni o'qitishga qaratilgan kognitiv metodlar 222 I. Matrasulova</p> <p>Boshlang'ich sinf o'quvchilarining yozma nutq ko'nikmalarini shakllantirishda raqamli didaktik vositalardan foydalanish metodikasi 225 Komilova Dilnozaxon Abdulhayevna, Xoliqova Mubinabonu Jamoliddin qizi</p> <p>Oliy ta'lim muassasalarida onomastik leksikani lingvokulturologik yondashuv asosida o'qitishning strategik-metodik asoslari 229 Mamatqulova Baxtixon Ravshanovna</p> <p>Raqamli matnlarning lisoniy va pragmatik xususiyatlari 232 Mashrapova Sevara Xabibovna</p> <p>Extensive Pelvic Ureteral Abnormalities and Reconstructive Operations in Patients 237 Mukhsinov Sardor</p> <p>Pedagogikada metodlardan foydalanish 241 Maxmudova Nargiz Djumaniyazovna</p> <p>Diqqat yetishmasligi giperaktivlik buzilishini davolash usullari 245 Otbasarova Umida Mexmonovna, Inogamova Rano Bahodirovna</p> <p>Talabalardagi sanogen tafakkurning psixologik xususiyatlarini empirik tadqiq etish masalasi 249 Tulyaganova Dilnoza Ulug'bek qizi</p> <p>Raqamli ta'lim texnologiyalaridan foydalanishning xorijiy va milliy tajribasini qiyosiy tahlil qilish 253 Abdullayev Sherzodbek</p> <p>Context, Intention, and Meaning in English Language Teaching: Developing Pragmatic Awareness in Learners of English as a Foreign Language 256 Keldiyarova Shahrizoda, Keldiyorova Mohlaroyim</p> <p>Maktabgacha yoshdagi bolalarni steam yondashuvi yordamida og'zaki muloqotga o'rgatish mashqlar tizimi 267 Yunusova Malika Miralimovna</p> <p>Культурные и исторические коды франции в автобиографической прозе марселя паньоля 270 Рахманкулова Дилафруз Азимовна</p> <p>Трансформация роли преподавателя в условиях цифровизации высшего образования 274 Рахматова Нигина Исломовна</p>
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CONTEXT, INTENTION, AND MEANING IN ENGLISH LANGUAGE TEACHING: DEVELOPING PRAGMATIC AWARENESS IN LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE

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Abstract: This article examines the role of context, communicative intention, and meaning in teaching English as a Foreign Language (EFL). The relevance of this study lies in the fact that effective English language proficiency requires not only knowledge of grammatical structures, vocabulary, and pronunciation but also the ability to interpret utterances by considering the communicative context, the degree of formality, the social relationships between interlocutors, intonation, and implicit meaning. The purpose of this study is to examine the significance of pragmatic awareness in the development of learners' communicative competence and to identify the methodological conditions necessary for fostering pragmatic awareness in English language teaching. The methodological framework of the study consists of a theoretical analysis of the relevant scholarly literature, pragmatic analysis of context-dependent English utterances, the descriptive method, and a comparative-analytical approach. The article analyzes communicative situations in which the literal meaning of an utterance differs from its pragmatic function. Particular attention is devoted to indirect requests, polite refusals, expressions of disagreement, academic criticism, politeness formulas, and utterances whose interpretation depends on intonation and communicative context. The theoretical analysis demonstrates that pragmatic awareness constitutes an essential component of communicative competence. Its development contributes to a more accurate interpretation of English discourse, reduces the likelihood of pragmatic errors, and enables learners to use English not only with grammatical accuracy but also with communicative appropriateness. The study therefore argues for the systematic integration of instructional activities aimed at analyzing communicative context, identifying speaker intention, distinguishing between literal and implicit meanings, and selecting linguistic forms that are appropriate to specific communicative situations.

Key words: English as a Foreign Language (EFL); pragmatic awareness; communicative competence; communicative context; communicative intention; implicit meaning; speech acts; pragmatic competence.



Аннотация: Mazkur maqolada ingliz tilini chet tili sifatida o'qitishda kontekst, kommunikativ niyat va ma'noning o'rni tahlil qilinadi. Tadqiqotning dolzarbligi shundaki, ingliz tilini muvaffaqiyatli egallash nafaqat grammatik tuzilmalar, lug'at boyligi va talaffuz me'yorlarini bilishni, balki kommunikativ vaziyat, rasmiylik darajasi, suhbatdoshlar o'rtasidagi ijtimoiy munosabatlar, intonatsiya hamda yashirin ma'noni hisobga olgan holda nutqni to'g'ri talqin qila olishni ham talab etadi. Tadqiqotning maqsadi – o'quvchilarda kommunikativ kompetensiyani rivojlantirishda pragmatik xabardorlikning ahamiyatini aniqlash hamda uni ingliz tilini o'qitish jarayonida shakllantirishning metodik shart-sharoitlarini asoslashdan iborat. Tadqiqotning metodologik asosini ilmiy adabiyotlarning nazariy tahlili, kontekstga bog'liq inglizcha nutq birliklarining pragmatik tahlili, tavsifiy metod hamda qiyosiy-tahliliy yondashuv tashkil etadi. Maqolada nutq birliklarining so'zma-so'z ma'nosi ularning pragmatik funksiyasiga mos kelmaydigan kommunikativ vaziyatlar tahlil qilingan. Xususan, bilvosita iltimoslar, muloyim rad javoblari, norozilik ifodalari, akademik tanqid, nutq odobi formulalari hamda ma'nosi intonatsiya va kommunikativ kontekstga bog'liq bo'lgan nutq birliklariga alohida e'tibor qaratilgan. Nazariy tahlil natijalari pragmatik xabardorlik kommunikativ kompetensiyaning muhim tarkibiy qismi ekanligini ko'rsatadi. Uni rivojlantirish ingliz tilidagi nutqni aniqroq talqin qilishga, pragmatik xatolar ehtimolini kamaytirishga hamda o'quvchilarning tilni nafaqat grammatik jihatdan to'g'ri, balki kommunikativ vaziyatga mos ravishda qo'llashiga xizmat qiladi. Tadqiqotda ingliz tilini o'qitish jarayoniga kommunikativ kontekstni tahlil qilish, so'zlovchining kommunikativ niyatini aniqlash, so'zma-so'z va yashirin ma'nolarni qiyoslash hamda kommunikativ vaziyatga mos til birliklarini tanlashga qaratilgan topshiriqlarni tizimli ravishda joriy etish zarurligi ilmiy asoslab berilgan.

Калит so'zlar: ingliz tili chet tili sifatida; pragmatik xabardorlik; kommunikativ kompetensiya; kommunikativ kontekst; kommunikativ niyat; yashirin ma'no; nutq aktlari; pragmatik kompetensiya.

Аннотация: В данной статье рассматривается роль контекста, коммуникативного намерения и значения в преподавании английского языка как иностранного. Актуальность исследования обусловлена тем, что успешное овладение английским языком требует не только знания грамматических структур, лексики и норм произношения, но и умения интерпретировать высказывания с учётом коммуникативной ситуации, степени официальности общения, социальных отношений между собеседниками, интонации и скрытого смысла. Цель исследования заключается в определении значения прагматической осведомлённости в развитии коммуникативной компетенции обучающихся, а также в обосновании методических условий её формирования в процессе обучения английскому языку. Методологическую основу исследования составляют теоретический анализ научной литературы, прагматический анализ английских высказываний, зависящих от контекста, описательный метод и сравнительно-аналитический подход. В статье анализируются коммуникативные ситуации, в которых буквальное значение высказывания не совпадает с его прагматической функцией. Особое внимание уделяется косвенным просьбам, вежливым отказам, выражению несогласия, академической критике, формулам речевого этикета, а также высказываниям, значение которых определяется интонацией и коммуникативным контекстом. Результаты теоретического анализа показывают, что прагматическая осведомлённость является важным компонентом коммуникативной компетенции. Её развитие способствует более точной интерпретации английской речи, снижает вероятность прагматических ошибок и помогает обучающимся использовать английский язык не только грамматически правильно, но и коммуникативно уместно. В статье научно обосновывается необходимость систематического включения в процесс обучения заданий, направленных на анализ коммуникативного контекста, определение коммуникативного намерения говорящего, сопоставление буквального и скрытого значений, а также выбор языковых средств, соответствующих конкретной коммуникативной ситуации.

Ключевые слова: английский язык как иностранный; прагматическая осведомлённость; коммуникативная компетенция; коммуникативный контекст; коммуникативное намерение; скрытое значение; речевые акты; прагматическая компетенция.

INTRODUCTION

In modern language pedagogy, the development of communicative competence is viewed not only through the lens of mastering grammatical structures, lexical items, and pronunciation but also in terms of learners' ability to interpret and use language appropriately in specific communicative situations. Effective proficiency in English requires an understanding that the meaning of an utterance is shaped not solely by its linguistic form but also by a range of extralinguistic factors. Among these, the communicative context, the speaker's communicative intention, the social relationships between interlocutors, the degree of formality of the situation, and culturally determined norms of speech behavior play particularly significant roles. The relevance of this issue stems from the growing role of English as a means of international and intercultural communication. In the context of globalization, English increasingly serves not only as an academic subject but also as a medium of interaction among representatives of diverse linguistic, social, and cultural communities. Consequently, it is essential to develop learners' ability to understand not only the explicit but also the implicit meanings of utterances, recognize their interlocutor's communicative intentions, take into account the pragmatic features of speech behavior, and select linguistic forms that are appropriate to the communicative situation. In English language teaching, a persistent discrepancy exists between the linguistic accuracy of an utterance and its communicative appropriateness. Learners may possess sufficient lexical and grammatical knowledge yet still encounter difficulties

in interpreting indirect requests, polite refusals, hints, evaluative statements, intonational nuances, and other pragmatically significant features of communication. Consequently, successful communication in a foreign language depends not only on grammatical accuracy but also on the ability to relate linguistic utterances to the communicative context, the purpose of interaction, and the speaker's intended meaning. Accordingly, there is a need for a more systematic integration of the pragmatic component into English language teaching. Of particular importance are pedagogical approaches that emphasize the analysis of communicative situations, the interpretation of implicit meanings, the identification of the speaker's communicative intention, and the selection of appropriate linguistic forms according to the communicative context.

The purpose of this article is to examine the role of context, communicative intention, and meaning in English language teaching and to identify the pedagogical conditions that facilitate the development of pragmatic awareness among learners of English as a foreign language. The article explores the theoretical foundations of the pragmatic approach to English language instruction, the characteristics of context-dependent meaning, and teaching strategies designed to promote learners' conscious and communicatively appropriate use of English. The scientific novelty of this study lies not only in its comprehensive examination of context, communicative intention, and meaning as interrelated components in the development of pragmatic awareness among learners of English as a foreign language but also in the proposed methodological classification of pragmatically significant utterances for use in English language instruction. Unlike studies that treat pragmatic competence primarily as an independent component of communicative competence, this article emphasizes the methodological potential of context-dependent utterances, which enable learners to distinguish between the literal meaning of a linguistic expression and its actual pragmatic function. The object of the study is the process of developing communicative competence among learners of English as a foreign language. The subject of the study is context, communicative intention, and implicit meaning as key factors contributing to the development of pragmatic awareness in the process of learning English.

LITERATURE REVIEW

The relationship between context, communicative intention, and meaning occupies a central place in contemporary language pedagogy, pragmatics, and foreign language teaching methodology. Traditional approaches to English language instruction have primarily emphasized grammatical accuracy, vocabulary development, and pronunciation. However, the emergence of the communicative approach has demonstrated that formal mastery of the linguistic system alone is insufficient for successful communication. Effective participation in communication requires learners not only to possess linguistic knowledge but also to understand how language functions within specific social, cultural, and communicative contexts. One of the foundational concepts in this field is communicative competence. In the work of D. Hymes, communicative competence is defined as the ability to use language appropriately within a given social context rather than as an isolated system of grammatical rules. This perspective broadened the understanding of language proficiency by emphasizing that grammatical knowledge must be complemented by an awareness of when, where, why, and with whom a particular utterance can be appropriately used. Consequently, successful communication depends not only on linguistic accuracy but also on communicative appropriateness. The concept of communicative competence was further elaborated by M. Canale and M. Swain, who distinguished several interrelated components of language proficiency: grammatical, sociolinguistic, discourse, and strategic competence. The sociolinguistic component is particularly relevant to the present study because it concerns the learner's ability to select appropriate linguistic forms according to the communicative situation, the participants' social roles, and accepted norms of speech behavior. In English language teaching, this implies that learners should master not only grammatical structures but also their appropriate use in diverse communicative contexts.

L. Bachman significantly expanded the concept of language competence by proposing a model that includes both organizational and pragmatic competence. According to this framework, pragmatic competence involves matching linguistic forms with communicative functions and interpreting utterances in relation to the communicative situation. This perspective is especially important in English language teaching because learners often experience difficulties not with grammatical structures themselves but with interpreting their intended communicative meaning. The theory of speech acts developed by J. Austin and J. Searle also provides an essential theoretical foundation for analyzing communicative intention. According to this theory, an utterance is not merely a vehicle for conveying information but also a form of social action. Through language, speakers perform actions such as requesting, promising, refusing, apologizing, thanking, advising, agreeing, and disagreeing. Consequently, every speech act possesses both a linguistic form and a communicative function. For learners of English, it is particularly important to understand that the same communicative function may be expressed through different linguistic forms depending on the degree of formality, social distance, and the speaker's intention. H. P. Grice's theory of conversational implicature plays a crucial role in explaining implicit meaning.



Grice argues that the intended meaning of an utterance often extends beyond its literal interpretation. Speakers frequently communicate indirectly by relying on contextual information, shared background knowledge, and assumptions about their interlocutors' understanding. This principle is highly relevant to English language instruction because interpreting utterances literally may result in incomplete or inaccurate understanding of the speaker's communicative intention. Therefore, language instruction should foster learners' ability to recognize both explicit and implicit meanings.

Another essential component of pragmatic competence is politeness. In the work of P. Brown and S. Levinson, politeness is viewed as a system of communicative strategies designed to maintain social harmony between interlocutors. English communication frequently relies on indirect strategies for expressing requests, refusals, disagreement, and criticism. Conversely, overly direct expressions, even when grammatically correct, may be perceived as inappropriate or impolite. Therefore, English language instruction should include systematic analysis of politeness strategies, degrees of directness, and the selection of appropriate linguistic forms according to the communicative situation. The phenomenon of pragmatic failure is comprehensively discussed in the work of J. Thomas. Pragmatic failure occurs when a speaker produces a grammatically correct utterance that is nevertheless interpreted differently from what was intended. Such misunderstandings may arise from incorrect interpretation of context, inappropriate register selection, excessive directness, misunderstanding of social conventions, or negative transfer from the learner's first language. In English language teaching, pragmatic failure is particularly significant because learners often have limited exposure to authentic communicative situations. Issues related to pragmatic development are also explored by G. Kasper and K. Rose in their research on interlanguage pragmatics. They argue that pragmatic competence does not develop automatically through grammar and vocabulary instruction alone. Instead, it requires explicit pedagogical intervention, including analysis of communicative situations, speech acts, direct and indirect forms of expression, and socio-cultural norms governing communication. This perspective supports the view that developing pragmatic awareness should be regarded as an independent objective of English language teaching. The concept of intercultural communicative competence, proposed by M. Byram, is equally relevant. According to this approach, foreign language proficiency includes the ability to interact effectively with representatives of different cultures, interpret culturally embedded meanings, and recognize differences in communicative norms. Since English functions as an international language, its teaching should extend beyond linguistic structures to include the development of intercultural awareness, cultural interpretation, and sensitivity to diverse communicative expectations.

A similar perspective is presented by C. Kramsch, who views language as both a carrier of cultural meanings and a means of constructing social reality. She argues that foreign language learning cannot be separated from the study of the cultural and discourse conventions that govern language use. Accordingly, context, communicative intention, and meaning should be regarded as inseparable elements of the learning process. Learners must be able to interpret utterances not only in terms of vocabulary and grammar but also with reference to communicative situations, speaker roles, communicative purposes, and cultural expectations. Contemporary research further confirms the importance of the pragmatic approach in English language teaching. A systematic review conducted by Y. Wang, G. K. S. Al-Shaibani, and L. Jiang demonstrates that the development of pragmatic competence among EFL and ESL learners depends on multiple factors, including language proficiency, cultural background, instructional context, and pedagogical intervention. These findings indicate that pragmatic competence should not be viewed merely as a by-product of language learning but rather as a distinct instructional objective requiring systematic methodological support. Similarly, M. Y. Yalaw emphasizes the positive impact of pragmatic awareness instruction on learners' communicative competence. The author highlights the importance of metapragmatic explanation, communicative situation analysis, and instructional tasks that explicitly demonstrate the relationship between linguistic form, communicative intention, and context. Such an approach is particularly valuable in EFL settings, where learners often have limited opportunities to experience authentic communication and therefore tend to interpret utterances literally. Recent scholarship has also demonstrated growing interest in the application of digital technologies and artificial intelligence in English language teaching. Research on chatbots and large language models (LLMs) indicates that these technologies can effectively simulate communicative situations, provide context-sensitive dialogue, and expand opportunities for conversational practice. Studies focusing on LLM-based conversational systems emphasize the importance of contextually appropriate responses, adaptive feedback, and pedagogically informed instructional design. These findings suggest that artificial intelligence should be regarded not as a substitute for teachers but as a complementary instructional resource capable of enriching communicative practice.

At the same time, contemporary research identifies important limitations of artificial intelligence in the areas of pragmatics and intercultural communication. R. Godwin-Jones argues that although generative language models are valuable tools for producing instructional materials, dialogues, and feedback, they do not possess authentic social or cultural experience comparable to that of human interlocutors. Consequently, AI-generated responses may not always reflect genuine pragmatic or intercultural norms. This limitation is particularly rele-

vant because successful interpretation of context, communicative intention, and implied meaning requires not only linguistic knowledge but also critical analysis of communicative situations. Overall, the scholarly literature demonstrates that context, communicative intention, and meaning constitute an interdisciplinary area situated at the intersection of communicative competence theory, pragmatics, speech act theory, interlanguage pragmatics, intercultural communication, and digital language education. Across these perspectives, there is broad consensus that successful English language proficiency requires not only knowledge of linguistic structures but also the ability to apply them appropriately within specific communicative contexts. Within English language teaching methodology, this principle has substantial pedagogical significance. Learners should be prepared to interpret indirect meanings, recognize implicit intentions, adapt to varying degrees of formality, observe culturally determined politeness conventions, and manage ambiguity in authentic communication. Accordingly, the development of pragmatic awareness should be regarded as an essential component of communicative competence. It enables learners to interpret English more accurately, reduces the likelihood of communication breakdowns, and supports both linguistically accurate and contextually appropriate language use.

Despite the substantial body of research devoted to pragmatic competence, speech acts, and intercultural communication, English language teaching methodology still requires a more systematic framework for integrating context, communicative intention, and implicit meaning into classroom practice. In particular, greater attention should be paid to the analysis of communicative situations in which grammatically correct utterances perform functions that differ from their literal meanings. This issue constitutes the primary focus of the present study. Based on the theoretical perspectives discussed above, it can be concluded that English language instruction should systematically incorporate context-dependent meanings, communicative intentions, and authentic speech situations. Such instruction may include the analysis of authentic dialogues, speech acts, simulations of communicative situations, comparison of direct and indirect forms of expression, and discussion of culturally appropriate norms of communication. This integrated approach provides favorable conditions for developing learners' pragmatic awareness and enhancing their ability to participate successfully in authentic English-language and intercultural communication.

RESEARCH METHODOLOGY

This study is theoretical and analytical in nature and examines context, communicative intention, and meaning as interrelated components of English language teaching. Since the study does not involve empirical experimentation, its conclusions are based on a systematic analysis of scholarly literature, the synthesis of theoretical perspectives, and the pragmatic analysis of illustrative speech examples. The methodological framework consists of theoretical analysis, the descriptive method, pragmatic analysis of context-dependent English utterances, and a comparative-analytical approach. Theoretical analysis is employed to examine the key concepts of communicative competence, pragmatic competence, speech act theory, conversational implicature, politeness, and intercultural communication. The descriptive method is used to characterize the use of English utterances in relation to communicative context, degree of formality, social relationships between interlocutors, speech register, and the speaker's communicative intention. Pragmatic analysis is applied to typical communicative situations in which the literal meaning of an utterance does not fully correspond to its communicative function. Illustrative examples include requests, refusals, expressions of disagreement, clarification, apologies, academic criticism, polite expressions, and intonation-based interpretations. These examples are not treated as an empirical corpus but serve to demonstrate the methodological value of pragmatic analysis in English as a Foreign Language (EFL) instruction. The comparative-analytical approach is used to contrast grammatically correct utterances with pragmatically appropriate language use.

Particular attention is devoted to the distinction between direct and indirect expressions of communicative intention, as well as between the literal and implicit meanings of utterances. This comparison demonstrates that grammatical accuracy alone does not guarantee successful communication if an utterance is inappropriate for the communicative context. Speech situations are analyzed according to the following parameters: communicative context, linguistic form, the speaker's communicative intention, potential pragmatic meaning, and methodological focus. This analytical framework makes it possible to examine English utterances not as isolated grammatical structures but as components of authentic communicative acts. The reliability of the study is ensured through its reliance on established theoretical frameworks in pragmatics, communicative competence, speech act theory, and intercultural communication, together with contemporary research on the development of pragmatic competence among EFL learners. Since this article is theoretical and analytical in nature, the speech situations presented should be regarded as illustrative examples rather than empirical data demonstrating the methodological potential of pragmatic analysis in English language teaching. Thus, the selected methodology is fully consistent with the theoretical nature of the study and provides a sound basis for justifying the systematic integration of the pragmatic component into English language instruction.



ANALYSIS AND RESULTS

The analysis of theoretical literature and representative communicative situations in English language teaching indicates that context, communicative intention, and meaning constitute closely interconnected components in the development of learners' pragmatic awareness. Unlike grammatical and lexical competence, which primarily concern knowledge of the linguistic system, pragmatic awareness involves the ability to interpret utterances by considering communicative context, speaker intention, degree of formality, social relationships between interlocutors, intonation, and potential implicit meaning. Utterances whose literal meanings differ from their pragmatic functions are of particular methodological significance. Such examples demonstrate that the interpretation of language depends not only on linguistic form but also on communicative context, speaker intention, and the anticipated response of the interlocutor. Context is one of the principal factors determining meaning in English communication. Linguistic form alone is often insufficient to identify a speaker's intended message accurately. Appropriate interpretation requires consideration of the communicative situation, participants' social status, interpersonal relationships, degree of formality, intonation, discourse genre, and sociocultural norms governing communication. EFL instruction, learners frequently interpret English utterances primarily at the literal level. This tendency is largely attributable to traditional teaching practices that emphasize grammar and vocabulary while giving comparatively less attention to contextual and pragmatic aspects of language use. Consequently, learners may understand individual lexical items and grammatical structures but still experience difficulty identifying the communicative function of an utterance. Indirect requests, polite refusals, subtle expressions of disagreement, courteous remarks, academic criticism, and politeness strategies present particular challenges. In these cases, meaning is determined not only by lexical and grammatical content but also by pragmatic factors. Therefore, English language instruction should systematically address context-dependent meaning.

Another essential factor is the speaker's communicative intention. In authentic communication, speakers frequently express their intentions indirectly through strategies of mitigation, politeness, hedging, or implication rather than through explicit statements. Such strategies are especially common in requests, refusals, offers, apologies, disagreement, criticism, and academic evaluation. Failure to recognize communicative intention may result in pragmatic errors. Learners may produce grammatically accurate utterances while selecting forms that are inappropriate for the communicative situation. Excessively direct expressions may be perceived as impolite or socially inappropriate, whereas unnecessarily formal language in informal situations may create undesirable social distance between interlocutors. Consequently, English language instruction should aim not only to develop grammatical accuracy but also to cultivate learners' ability to recognize the communicative action being performed, whether requesting, refusing, clarifying, expressing doubt, making suggestions, agreeing, disagreeing, or mitigating criticism. Another important aspect of pragmatic analysis is distinguishing between literal and implicit meaning. In English communication, much of the intended meaning is conveyed indirectly through context, intonation, shared background knowledge, social expectations, and culturally established norms of communication. Consequently, literal interpretation alone is often insufficient for accurate understanding.

This issue is particularly significant for EFL learners because classroom instruction frequently relies on isolated sentences presented outside their broader communicative context. As a result, learners may develop the habit of analyzing language primarily from a grammatical perspective rather than in terms of its communicative function. Effective communication, however, requires the ability to recognize implicit meanings, interpret indirect speech acts, and account for the pragmatic characteristics of utterances. Developing learners' ability to interpret implicit meaning contributes to a deeper understanding of English communication. Learners gradually perceive language not merely as a system of vocabulary and grammar but also as a means of expressing intentions, attitudes, evaluations, and socially constructed meanings. This development enhances communicative competence while reducing the likelihood of pragmatic and intercultural misunderstandings. It should be emphasized that the examples presented below are intended solely for illustrative purposes. They do not constitute an empirical corpus; rather, they demonstrate representative situations in which the grammatical structure, literal meaning, and pragmatic function of an utterance differ in authentic English communication. To illustrate the relationship between context, communicative intention, and meaning, it is useful to examine utterances in which literal meaning does not fully correspond to pragmatic function. The examples that follow demonstrate that learners of English as a foreign language should interpret utterances not only according to grammatical structure but also by considering communicative context, intonation, degree of formality, interpersonal relationships, and the speaker's communicative intention.

Table 1: Illustrative Examples of Pragmatic Meaning and Communicative Functions in English

No.	Context	English utterance	Speaker's intention	Possible pragmatic meaning	Teaching focus
1	A teacher feels cold while the window is open	Can you close the window?	To ask someone to close the window	An indirect request, not a question about ability	Grammatical form vs. communicative function
2	A student needs clarification from the teacher	Could you explain it again, please?	To politely ask for a repeat	A polite request for clarification	Politeness in classroom communication
3	A colleague needs a document from another colleague	I was wondering if you could send me the file	To request a file politely	Formal indirect request	Register, indirectness, and politeness
4	A student speaks to another student during group work	Give me your notes	To ask for notes	A direct request that may sound impolite	The difference between grammatical accuracy and pragmatic appropriateness
5	A teacher comments on a student's answer	Could you be more specific?	To ask for a clearer answer	A polite request for further explanation	Academic classroom discourse
6	A student is invited to an event but does not want to attend	I'll think about it	To avoid an immediate refusal	Possible indirect refusal	Literal meaning vs. implied meaning
7	A person politely declines an invitation	Maybe another time	To refuse without being direct	Polite refusal	Strategies for indirect refusal
8	A student cannot attend a meeting	I don't think I can make it	To say they cannot come	A softened refusal	Mitigation of negative responses
9	A person is putting off a decision	I'll let you know.	To avoid giving a clear answer right away	A non-committal response; not always a promise	Ambiguity of intention
10	A person wants to decline politely	I wish I could, but I have other plans	To refuse while expressing regret	A polite and empathetic refusal	Maintaining social harmony
11	A colleague disagrees during a meeting	I'm not sure this is the best option	To express disagreement tactfully	Mild disagreement or indirect criticism	Politeness in professional communication
12	A student responds to another student's opinion	I see your point, but...	To politely express disagreement	Acknowledgment before expressing disagreement	Strategies for expressing disagreement
13	A teacher comments on a weak part of an essay	This part could be improved	To give constructive criticism	Milder academic criticism	Feedback and mitigation
14	A teacher identifies an error in a student's work	There seems to be a small mistake here	To correct politely	Indirect correction	Hedging and politeness
15	A supervisor evaluates a research argument	This argument requires further clarification	To indicate that the argument is unclear	Formal academic criticism	Academic register and evaluative language
16	A speaker does not understand another person	Could you clarify what you mean?	To ask for clarification	A polite request for clarification	Strategies for resolving communication issues
17	A speaker wants to correct a misunderstanding	Let me put it another way	To rephrase the idea	Clarification and repair	Meaning negotiation



No.	Context	English utterance	Speaker's intention	Possible pragmatic meaning	Teaching focus
18	Two people meet briefly	How are you?	To greet someone	A social formula; not always a request for detailed information	Non-literal social interaction
19	Two acquaintances are ending a conversation	We should meet sometime	To sound friendly and polite	Social politeness; not always a concrete plan	The difference between literal intention and social convention
20	A person responds to an idea during a discussion	That's interesting	To respond without directly evaluating it	Genuine interest, doubt, hesitation, or distancing, depending on the context	Context and tone in interpretation
21	A teacher evaluates a first draft	This is a good start	To offer encouragement while implying that further work is needed	Partial praise with implicit criticism	Implicit evaluation
22	A person gives advice carefully	You might want to revise this part	To suggest an improvement	A softened recommendation	Hedging in advice
23	A teacher provides direct feedback	You should revise this paragraph	To recommend revision	Direct advice; may sound too strong depending on the context	Directness and teacher authority
24	A researcher presents findings	The results suggest that...	To make a cautious claim	A tentative academic conclusion	Academic caution and hedging
25	A researcher discusses limitations	The results should be interpreted with caution	To limit the strength of conclusions	Responsible academic positioning	The pragmatic function of academic language
26	A person responds after a disagreement	Fine	To accept or end the discussion	Agreement, irritation, or emotional distance, depending on intonation	The role of intonation and emotional context
27	A person reacts to someone else's success	Good for you	To offer congratulations or express a reaction.	Sincere praise or sarcasm, depending on the tone	Prosody and pragmatic ambiguity
28	A person responds to an apology	No worries	To accept an apology	Friendly acceptance; in some contexts, this may mask dissatisfaction	Context and interpersonal meaning
29	A person refuses to continue an argument	Whatever	To end the discussion	Indifference, irritation, or dismissal	Tone, conflict, and interpersonal meaning
30	A person reacts to a strange or unexpected idea	Interesting	To respond briefly	Curiosity, doubt, irony, or polite distancing, depending on intonation	One-word utterances and contextual interpretation

The analysis of the examples presented above makes it possible to propose a methodological classification of pragmatically significant utterances. Based on the findings, five principal categories of utterances with considerable pedagogical value for English as a Foreign Language (EFL) instruction can be identified:

- Indirect requests, in which an interrogative form functions as a request rather than as a genuine question;
- Mitigated refusals and evasive responses, in which the speaker's intention is conveyed indirectly;
- Expressions of disagreement and criticism, which require sensitivity to politeness strategies and the conventions of academic discourse;
- Polite formulaic expressions, whose literal meanings differ from their social and communicative functions;
- Intonation-dependent utterances, whose interpretation varies according to prosody and interpersonal context.

This classification may serve as a methodological framework for designing instructional activities aimed at developing learners' pragmatic awareness. Particular attention should be given to utterances whose meanings depend largely on intonation. Expressions such as Fine, Good for you, Whatever, No worries, and Interesting cannot be interpreted accurately without considering the surrounding communicative context. When produced with neutral or friendly intonation, they may express agreement, encouragement, acceptance of an apology, or genuine interest. However, when accompanied by different prosodic patterns, the same expressions may communicate irritation, irony, emotional distancing, concealed dissatisfaction, or even an unwillingness to continue the conversation. These examples demonstrate the necessity of incorporating both intonational and contextual analysis into the development of learners' pragmatic awareness.

The examples also demonstrate that English language instruction should develop learners' ability to analyze utterances not only from a grammatical perspective but also through the lens of pragmatic interpretation. Relevant pragmatic factors include the social status of the participants, the nature of their relationship, the degree of formality of the communicative situation, intonation, discourse genre, culturally determined norms of speech behavior, and the anticipated response of the interlocutor. From a methodological perspective, these examples can effectively be used to foster pragmatic awareness. Teachers may encourage learners to identify the communicative situation, determine the speaker's communicative intention, compare literal and pragmatic meanings, evaluate the level of formality, analyze the role of intonation, and propose more contextually appropriate alternative expressions. Such activities facilitate the transition from the mechanical memorization of linguistic forms to a conscious understanding of English as a medium of social and intercultural communication. The findings further suggest that pragmatic awareness should be regarded as an essential component of communicative competence. It involves learners' ability to recognize the relationship between linguistic form, communicative context, and speaker intention. This competence enables learners not only to interpret their interlocutors' utterances accurately but also to select appropriate linguistic forms according to the communicative situation, the purpose of interaction, and the social relationships among participants. The development of pragmatic awareness is particularly important in foreign language environments where learners have limited exposure to authentic communication. Under such conditions, students may not fully understand how linguistic forms function in real-life interaction. Consequently, one of the teacher's principal responsibilities is to create instructional situations that closely approximate authentic communicative contexts.

Pragmatic awareness does not develop automatically through grammar and vocabulary instruction alone. Rather, it requires systematic pedagogical intervention, including the analysis of speech acts, discussion of contextual factors, comparison of direct and indirect modes of expression, examination of politeness strategies, and participation in communicative tasks. Such an approach gradually enables learners to move beyond formal linguistic knowledge toward conscious, contextually appropriate language use. One particularly effective approach is the use of context-oriented instructional tasks. These activities require learners not merely to reproduce language patterns but also to analyze the circumstances under which they are appropriately used. Students may be asked to determine the level of formality of a communicative situation, identify the relationship between interlocutors, infer the speaker's communicative purpose, recognize possible implicit meanings, and select the most appropriate linguistic form. Another valuable instructional technique involves the analysis of authentic or near-authentic dialogues. Such materials enable learners to observe how speech acts are realized in genuine communicative situations. Particular attention may be devoted to requests, refusals, apologies, offers, disagreements, and expressions of opinion. Comparing several realizations of the same speech act illustrates that the choice of linguistic form depends primarily on communicative context and speaker intention. Role-play and the simulation of communicative situations also provide effective opportunities for developing pragmatic awareness. Learners can perform identical communicative tasks within formal, neutral, and informal settings, thereby developing flexibility in language use and the ability to adapt linguistic choices to different communicative contexts.

Equally important is the comparison between grammatically correct and pragmatically appropriate utterances. Such comparisons help learners recognize that grammatical accuracy alone does not necessarily guarantee communicative effectiveness. Instead, successful communication requires an understanding of the social and cultural conventions governing language use. Teachers play a central role in developing learners' pragmatic awareness. They organize communicative learning environments, direct learners' attention to contextual variables, explain the distinctions between direct and indirect communication, and encourage critical reflection on language use. Without explicit pedagogical guidance, learners may overlook pragmatically significant features of communication or interpret them according to the norms of their native language. Teachers also function as mediators between linguistic form and communicative function. This role is particularly important when introducing materials containing culturally specific meanings, politeness conventions, or implicit communicative intentions. Methodologically sound explanations of these phenomena enable learners to gain a more



accurate understanding of English communication and apply this knowledge effectively in their own language use. Therefore, the development of pragmatic awareness requires not only the inclusion of pragmatically rich instructional materials but also systematic pedagogical guidance. Teachers should demonstrate not only how particular linguistic forms are constructed but also how they function across different communicative situations, how their meanings vary according to context, and what pragmatic consequences may result from their use.

The analysis undertaken leads to the conclusion that context, communicative intention, and meaning should be regarded as fundamental rather than supplementary components of English language teaching. Their systematic integration into classroom instruction shifts the emphasis from the formal acquisition of linguistic structures toward a conscious understanding of how English functions in authentic communication. Such instruction should incorporate tasks involving communicative situation analysis, interpretation of implicit meanings, recognition of speaker intention, and selection of pragmatically appropriate linguistic forms. Consequently, English language instruction should promote the comprehensive development of communicative competence, encompassing grammatical, sociolinguistic, discourse, strategic, and pragmatic dimensions. Within this framework, learners' ability to relate linguistic forms to communicative contexts, interpret implicit meanings, and select language appropriate to communicative purpose, interpersonal relationships, and degree of formality becomes particularly important.

CONCLUSION

This theoretical and analytical study demonstrates that context, communicative intention, and meaning constitute essential components of English language teaching. English language proficiency should not be understood solely as mastery of grammar, vocabulary, and pronunciation. Successful communication additionally requires learners to interpret utterances by considering communicative context, speaker intention, degree of formality, interpersonal relationships, intonation, and potential implicit meaning. The analysis of theoretical literature and context-dependent English utterances has shown that the literal meaning of an expression does not always correspond to its pragmatic function. Interrogative structures may function as requests, declarative statements may perform the function of refusals, neutral evaluations may convey implicit criticism, and brief responses may acquire different meanings depending on intonation and communicative context. Consequently, learners of English as a foreign language should perceive English not merely as a linguistic system but as a medium of social and intercultural interaction.

Within this framework, the development of pragmatic awareness becomes particularly significant. Pragmatic awareness enables learners to establish meaningful connections among linguistic form, communicative intention, and communicative context, while selecting language appropriate to specific interactional situations. Insufficient pragmatic awareness may lead to communication breakdowns even when utterances are grammatically accurate. This finding further supports the need for the systematic integration of pragmatic instruction into English language teaching. Based on the present analysis, several methodological recommendations can be proposed. First, English language instruction should regularly incorporate context-dependent utterances whose literal meanings differ from their communicative functions. Second, systematic analysis of communicative situations should be included so that learners can identify participants, degrees of formality, communicative purposes, and speakers' intended meanings. Third, particular attention should be devoted to speech acts such as requests, refusals, apologies, disagreements, advice, clarification, and academic evaluation, since these communicative situations frequently give rise to pragmatic difficulties. Furthermore, instruction should explicitly address intonation and other prosodic features of speech. A single utterance may express agreement, doubt, irritation, irony, or emotional detachment depending on prosodic realization and communicative context. Accordingly, classroom activities should include comparative analyses of multiple interpretations of identical utterances across different communicative situations.

The development of pragmatic awareness also benefits substantially from the use of authentic and near-authentic instructional materials, including dialogues, conversational excerpts, academic discussions, business correspondence, and everyday communicative situations. Such materials allow learners to observe how English functions in authentic interaction and to recognize how meaning is shaped by context, communicative intention, and sociocultural norms. In conclusion, the development of pragmatic awareness should be recognized as a major objective of contemporary English language teaching. Systematic attention to context, communicative intention, and implicit meaning contributes to the development of comprehensive communicative competence, reduces the likelihood of pragmatic failure, and enables learners to use English not only accurately but also appropriately and effectively. Future research should focus on empirically evaluating instructional tasks designed to develop pragmatic awareness and investigating how learners at different proficiency levels interpret indirect meanings, prosodic cues, and context-dependent speech acts.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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