

REPRESENTATIONS OF PRAGMATIC TEXTS AND TASKS IN PRIMARY SCHOOL TEXTBOOKS

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Abstract: This article explores the presence and function of pragmatic texts and related tasks in primary school textbooks, with a particular focus on the development of students' communicative competence. It discusses how carefully selected and contextually appropriate pragmatic texts—such as maps, announcements, and instructional materials—can enhance students' practical language skills. Emphasis is placed on the importance of integrating real-life language use scenarios into the curriculum to foster meaningful communication from an early stage.

Keywords: native language instruction, communicative competence, text, pragmatics, pragmatic text, pragmatic task, map, announcement, methodology, proficiency level

Аннотация: В статье рассматриваются особенности содержания и форм представления прагматических текстов и заданий в учебниках для начальной школы. Особое внимание уделено роли данных материалов в развитии речевой компетенции младших школьников. Анализируются методические подходы к использованию прагматических текстов и упражнений в процессе преподавания родного языка, подчёркивая их значение для формирования у учащихся практических речевых навыков и коммуникативной грамотности.

Ключевые слова: обучение родному языку, речевая компетенция, прагматический текст, прагматическое задание, прагматика, методика, познавательный уровень, карта, объявление.

In the context of effective language acquisition, pragmatic texts play a vital role in equipping learners with the ability to use language appropriately and purposefully. Pragmatic texts are defined as concise, function-oriented pieces of communication that serve a specific real-life purpose. These may include public signs, advertisements, maps, menus, instructional leaflets, and user guides. Unlike narrative or expository texts, pragmatic texts emphasize clarity, directness, and functionality. As such, they are instrumental in helping students master not only core vocabulary but also correct grammar and presentational style.

Building communicative competence through pragmatic content allows students to engage with language in realistic and meaningful ways. Prominent scholars such as K. Krichevskaya, L.A. Borchodoyeva, and Y.V. Chicherin have contributed extensively to the study of pragmatic texts and their pedagogical applications.

One of the most compelling advantages of using pragmatic texts in the classroom is their ability to replicate authentic speech segments in both oral and written forms. These texts are typically brief—often lasting no more than 1–3 minutes—and are designed to simulate real-world communication. Their brevity makes them ideal for classroom use, while their realism helps create meaningful learning contexts.

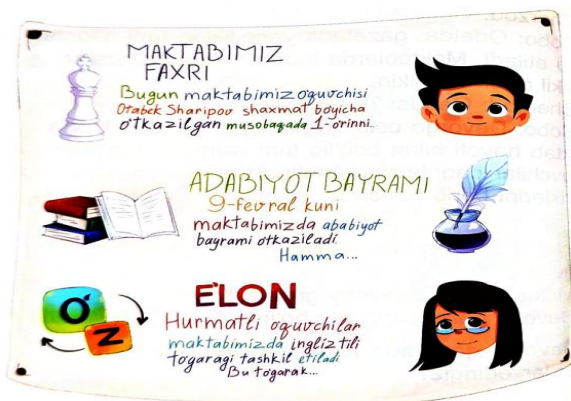
Pragmatic texts can also serve as the foundation for game-based learning, particularly through role-play activities that mirror everyday communication scenarios. For instance, students may assume the

This activity can be enriched through visual-thinking strategies like the **Venn diagram method**. For example, students may be asked to list the streets located to the right and left of the Kamolon mosque. The mosque itself serves as the shared reference point in the diagram, helping learners to categorize spatial information and deepen their understanding of locative expressions in the native language.



An effective announcement should be short, specific, and directed toward a clear audience. It must also be appealing and informative. Essential components include the event's purpose, its intended recipients, and precise details such as date, time, location, and relevant contact information.

Primary school language curricula often include exercises that support the development of this skill. For instance, Part 4 of the Grade 2 textbook contains a topic titled “Our School Wall Newspaper.” Through a scripted dialogue between a grandfather and his grandson, students are introduced to the concept of school newsletters and the types of information they might include. In the first activity of this section, students are asked to complete sample announcements by filling in the missing details.



These texts can serve as models for two main types of school-related announcements:

- Informational notices
- Cultural or extracurricular event announcements

Working with such tasks allows students to build competencies in both **comprehending** and **producing** functional text types. As a result, they learn how to express information clearly and with intent, while considering the needs of their audience.

Pragmatic texts serve as more than just sources of input—they also provide the basis for **pragmatic**

exercises, which play a central role in shaping students’ practical communication skills. In modern language pedagogy, these exercises are aligned with the principles of **pragmatics**—a subfield of linguistics concerned with how language functions in context, particularly in relation to speaker intention, social norms, and situational appropriateness.

Historically rooted in philosophy, pragmatics has become an essential focus of linguistic inquiry, especially in the context of language education. Pragmatic exercises are designed to simulate real-world communication and aim to teach students how to use language effectively across a variety of social and cultural contexts. These activities help learners:

- Use language in a clear, effective, and appropriate manner;
- Understand the meaning of phrases and sentences based on the surrounding context;
- Apply strategies that align with the cultural and social norms of the target language community.

In today’s digital era, where much interpersonal communication occurs via mobile devices and social networks, attention to the **pragmatic aspects of language** is more important than ever. Unfortunately, many online conversations neglect these dimensions, relying instead on overly simplistic expressions. As such, from the very first stages of native language instruction, it is vital to teach students how to express themselves clearly, engage in respectful interaction, and adapt their language use to different settings—be it a phone call, a classroom exchange, or public communication.

The fourth part of the Grade 2 language textbook includes a thematic unit titled My Friendly Talks,

which is particularly rich in pragmatic content. This section includes a variety of scenarios that encourage students to practice conversation strategies in diverse communicative situations—both formal and informal. The tasks are designed to foster empathy, emotional intelligence, and contextual awareness.

For example:

Task 8 presents three real-life situations and asks students to construct dialogues appropriate to each:

- Receiving a phone call at home
- Inviting a shy friend to join a game

Salom	Qales?	1. Bolalar SMS yozganda qanday xatolarga yo'l qo'yishdi? 2. Siz ham SMS yozganmisiz? 3. Yozganda xato qilmaslik uchun nimalarga e'tibor qilish kerak?
Men erta maytapga bormiman	Voy nme?	
Wamollab qoldim		
Tezroq tuzalib keting. Dorilani vaqida i4ing.		

- Offering help to an elderly person in need

Each scenario requires the student to carefully choose words and expressions that reflect sensitivity to the speaker's role, the listener's emotional state, and the social norms at play.

Task 9 focuses on mobile communication, prompting students to reflect on the features of polite and effective text messaging.

Task 10 uses visual prompts to inspire storytelling. Students select an image and create a narrative, including a conversation between the characters shown. This encourages them to internalize dialogue patterns and experiment with tone and register.

Task 11 is designed for **group collaboration**. The class is divided into four teams, each tasked with composing a dialogue between specific interlocutors:

Driver – Passenger

Doctor – Patient

Teacher – Student

Older Brother – Younger Brother

These exercises promote cooperative learning while reinforcing pragmatic strategies relevant to each interaction type. Students must consider how to open and close conversations, offer advice or information, and show politeness—all in ways that are culturally and socially appropriate.

The integration of pragmatic texts and context-based tasks in primary school language instruction is not merely a methodological preference—it is a pedagogical necessity in today's communication-driven world. By exposing students to authentic language used in real-life contexts, educators lay the groundwork for the development of **functional communicative competence** from an early age.



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