

THE ROLE OF PRAGMATIC COMPETENCE IN TEACHING VOCABULARY

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Abstract: Pragmatic competence has become one of the issues attracting attention in the field in recent decades as an important part of language competence. The realization that the acquisition of linguistic knowledge in the target language is not sufficient for language acquisition has created the need to study the importance and impact of pragmatic competence in language education. This review is intended to provide a brief overview of pragmatics and pragmatic competence and to analyze the role and importance of pragmatic competence in the teaching of vocabulary and phrases and to highlight the relevant theoretical components of pragmatics. For the purposes of this review, relevant literature and research on pragmatic competence including definitions of pragmatics and pragmatic competence are presented.

Keywords: pragmatics, pragmatic competence, teaching vocabulary, the role of pragmatic competence.

INTRODUCTION

Pragmatics (greek : pragma, pragmatos – work, action) is a field of semiotics and linguistics that studies the use of language signs in speech; in other words, a science that studies the attitude of the subjects who use it to the same system of symbols by mastering a certain system of symbolsnetwork. Pragmatics is manifested through a speech process, a specific communication situation, which encompasses the social activity of a person . In this article, the methodology of working on the vocabulary at school, studying its main directions, that it is one of the important tasks of developing speech at school, as well as improving and organizing the work on the vocabulary, separating and justifying its main directions, students' vocabularyit is about managing the enrichment proces.

If the students do not know the meaning of the words, it will be difficult for them to read and understand the text. To promote healthy reading, students of all ages need to memorize vocabulary with meaning. The more words students know, the better they understand the text. therefore, teaching vocabulary effectively is important, especially for students who learn and think diffdefinition. In this article, you will learn how to teach vocabulary using clear definitions, fun activities, and repetitive activities. this

strategy involves playing vocabulary games, learning how to remember the meanings, and giving students the opportunity to see and use new words in real-world contexts . The goal of this teaching strategy is to increase the vocabulary of not only our students, but everyone .

RESEARCH

Students will learn the meaning of new high-value words and how to use them. Choose specific words to teach. Work with students to memorize three to five new words per week to teach weekly vocabulary. Choose words that students use or see often, or words that are related to other words they know.

Before you teach , it's helpful to know that vocabulary words can be grouped into three tiers:

1. Tier 1 words: These are the most frequently used words that appear in everyday speech. Students typically learn these words through oral language. Examples include hat, cat, happy, do, dance and swim.
2. Tier 2 words: These words are used in different contexts and topics. Examples are interpret, predict, require, and analyze. It is divided by grade levels.
3. Tier 3 words: These are subject-specific words that are used in particular subject areas, such as peninsula in social studies and integer in math.

Regardless of which vocabulary words you teach you can choose tier 2 words because they are the most useful words in all subjects. Find a suitable text that contains the vocabulary words you want to teach.

Find resources that you and your students can consult to find the definition of each word. The definition should be clear, written in everyday language and cover the common usage of the word. Your descriptions can include pictures, videos. The Cambridge Learner's Dictionary, Merriam-Webster Learner's Dictionary, and Wordsmyth Children's Dictionary are good resources to help create student-friendly definitions .

DISCUSSION

1. *Enter each new word one by one.* Say the word out loud and have the students repeat the word. Display the definition of words for students to see, such as on a word wall, flip chart, or vocabulary graphic organizer. Showing pictures associated with the word can also be helpful.
2. *Reasoning.* Give students time to think about what they know or don't know about the words. Remember that your class will come to class with varying levels of vocabulary knowledge. Some students may be familiar with some of the words. other students may not know any of them.
3. *Read text of your choice.* You can read it to your students or have students read it independently. Pause to point out vocabulary words in context as you read. Use

specific instructions to teach word parts such as prefixes and suffixes to help with word recognition. If students are reading independently or with a partner, encourage them to “look up” the words before reading.

4. *Ask students to repeat the word after reading it in the text.* Then remind the students of the definition of the word. If a word has more than one meaning, focus on the relevant definition in the text .

5. *Use a quick, fun activity to reinforce the meaning of each new word.* This helps children remember words in a fun way and they won't forget them for a long time. For example, music videos that express the meaning of words are very useful in this method and help children to increase their vocabulary.

6. *Play word games.* Play fun word games to practice new words throughout the week. For extra reinforcement, add words you learned in the previous lesson.

7. *Challenge students to use new words.* They can use their new vocabulary in a variety of contexts, such as at home, at recess or after school activities. Have students use a dictionary to record when they use the words. Praise students when you hear them using these words in and out of the classroom.

RESULTS

Children who are taught using these methods analyzed above have a stronger memory than others and make great progress in language learning and memorization. Because these methods are effective methods that have been tested before, they have an effective impact on students and lead to promising results. During our educational practice, these methods were practically tested on schoolchildren and good results were achieved. And together with the students, we achieved great success in the language learning process.

CONCLUSION

Memorization (“skill and practice”) is not very useful when learning new vocabulary. Students learn best from clear instructions that use clear explanations, engaging activities, and repetition. Teaching in this way helps students understand how words are used in real life and how words can have different meanings depending on how they are used. It is through this strategy that students can use a useful method of memorizing vocabulary . This clear approach helps all students and is especially helpful for students who learn and think differently. This includes students who have difficulty understanding the meaning of new words while reading. it may be difficult for them to use context clues to make inferences or understand what a word means . Repeated exposure and practice help cement words in students’ memory.

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