

METHODS AND STRATEGIES FOR DEVELOPING PRAGMATIC COMPETENCE IN FUTURE PRIMARY SCHOOL TEACHERS

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Abstract. This article examines the methods and strategies for developing pragmatic competence in future primary school teachers. Pragmatic competence is considered one of the essential components of professional communicative competence, enabling teachers to use language effectively and appropriately in various pedagogical situations. The study analyzes the pedagogical conditions, interactive teaching methods, and communicative approaches that contribute to the development of pragmatic competence among prospective primary school teachers. Particular attention is given to the role of educational interaction, professional communication, and practice-oriented learning in enhancing students' pragmatic skills. The findings suggest that the systematic use of interactive and learner-centered strategies promotes the formation of effective communicative behavior and improves professional readiness for teaching activities.

Keywords: pragmatic competence, future primary school teachers, communicative competence, pedagogical communication, interactive methods, professional training, teaching strategies, language use, educational process, teacher education.

МЕТОДЫ И СТРАТЕГИИ РАЗВИТИЯ ПРАГМАТИЧЕСКОЙ КОМПЕТЕНТНОСТИ У БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

Аннотация. В данной статье рассматриваются методы и стратегии развития прагматической компетентности у будущих учителей начальных классов. Прагматическая компетентность является важным компонентом профессиональной коммуникативной компетентности, обеспечивающим эффективное и уместное использование языка в различных педагогических ситуациях. В исследовании анализируются педагогические условия, интерактивные методы обучения и коммуникативные подходы, способствующие развитию прагматической компетентности будущих учителей начальных классов. Особое внимание уделяется роли педагогического взаимодействия, профессионального общения и практико-ориентированного обучения в формировании прагматических навыков студентов. Результаты исследования показывают, что систематическое применение интерактивных и личностно-ориентированных стратегий способствует развитию эффективного коммуникативного поведения и повышению профессиональной готовности к педагогической деятельности.

Ключевые слова: прагматическая компетентность, будущие учителя начальных классов, коммуникативная компетентность, педагогическое общение, интерактивные методы, профессиональная подготовка, стратегии обучения, использование языка, образовательный процесс, педагогическое образование.

Introduction. The modernization of the education system and the growing demands placed on teachers have increased the importance of developing professional competencies among future educators. In contemporary primary education, a teacher is expected not only to possess subject knowledge and pedagogical skills but also to communicate effectively in diverse educational situations. Therefore, the development of communicative competence has become one of the key objectives of teacher education programs.

Among the various components of communicative competence, pragmatic competence occupies a special place. Pragmatic competence refers to the ability to use language appropriately according to the communicative context, the participants involved, and the intended purpose of interaction. For future primary school teachers, this competence is particularly important because their professional activity is largely based on communication with pupils, parents, colleagues, and school administrators. Effective pedagogical interaction requires the ability to select suitable linguistic and behavioral strategies that facilitate understanding, cooperation, and positive educational outcomes.

The relevance of developing pragmatic competence has increased in recent years due to the transition toward learner-centered education and competency-based approaches. These educational paradigms emphasize the importance of meaningful communication, active interaction, and the practical application of knowledge in real-life situations. As a result, future teachers need to acquire not only theoretical knowledge

about language and communication but also practical skills that enable them to use language effectively in professional contexts.

Research in pedagogy and linguistics suggests that pragmatic competence can be developed through interactive teaching methods, collaborative learning, role-playing activities, problem-based tasks, and practice-oriented educational experiences. Such approaches provide students with opportunities to engage in authentic communication and develop the ability to respond appropriately to various pedagogical situations.

In this regard, the study of methods and strategies for developing pragmatic competence in future primary school teachers is of both theoretical and practical significance. Identifying effective approaches to competence development can contribute to improving teacher education programs and enhancing the professional readiness of future educators for successful pedagogical activity.

Relevance of the Study. The relevance of this study is determined by the increasing need to improve the quality of teacher education in accordance with contemporary educational standards and competency-based learning approaches. In modern educational practice, primary school teachers are expected not only to possess strong subject knowledge but also to demonstrate effective communication skills that facilitate successful interaction with pupils, parents, colleagues, and the wider educational community. Consequently, the development of pragmatic competence has become an essential aspect of professional teacher preparation.

Pragmatic competence enables future teachers to use language appropriately and effectively in different pedagogical contexts. It helps them select suitable communication strategies, interpret communicative intentions, and establish productive educational interactions. In primary education, where communication plays a central role in teaching and learning processes, the ability to apply pragmatic skills significantly influences classroom management, student engagement, and educational outcomes.

Despite the growing recognition of communicative competence in teacher education, insufficient attention is often given to the development of its pragmatic component. Many teacher training programs primarily focus on theoretical knowledge and methodological preparation, while practical communicative skills necessary for real educational situations receive less emphasis. As a result, future teachers may encounter difficulties in managing classroom communication and responding effectively to diverse pedagogical challenges.

Furthermore, contemporary educational reforms emphasize learner-centered instruction, collaborative learning, and active participation, all of which require highly developed pragmatic abilities. Therefore, identifying effective methods and strategies for developing pragmatic competence among future primary school teachers is an important scientific and practical task.

The findings of this study may contribute to the improvement of teacher education curricula, provide methodological recommendations for educators, and support the formation of professionally competent teachers capable of establishing effective communication in various educational settings.

Literature review. The concept of pragmatic competence has attracted considerable attention in the fields of linguistics, communication studies, and teacher education. It is generally understood as the ability to use language appropriately and effectively according to the communicative context, social norms, and interactional goals. Researchers emphasize that successful communication depends not only on grammatical accuracy but also on the speaker's ability to interpret meanings, intentions, and contextual factors within a particular situation.

The theoretical foundations of pragmatic competence can be traced to the works of linguists who examined the relationship between language and communication. Early studies highlighted the importance of understanding language use in social contexts and demonstrated that effective communication requires both linguistic knowledge and contextual awareness. Later research expanded this perspective by emphasizing the role of communicative competence in educational and professional settings.

A significant contribution to the study of communicative competence was made by scholars who viewed communication as a complex system of linguistic, sociolinguistic, discourse, and pragmatic abilities. According to this approach, pragmatic competence enables individuals to select appropriate language forms, maintain effective interaction, and achieve communicative goals in different social situations. These ideas have become particularly influential in foreign language education and teacher training programs.

In pedagogical research, pragmatic competence is considered an essential component of a teacher's professional competence. Effective teaching requires continuous interaction with learners, parents, colleagues, and educational administrators. Therefore, future teachers must be able to organize communication effectively, provide clear explanations, manage classroom discussions, and respond appropriately to various communicative challenges. Researchers have noted that well-developed pragmatic competence contributes to successful classroom management and positive educational outcomes.

Several studies have examined methods for developing pragmatic competence among future teachers. Interactive learning technologies, role-playing activities, case studies, collaborative projects, and problem-based learning are frequently identified as effective instructional approaches. These methods create authentic communicative situations that allow students to apply theoretical knowledge in practice and develop contextually appropriate communication skills.

Recent research also emphasizes the importance of reflective learning and practical teaching experiences in the development of pragmatic competence. Teaching practice provides future educators with opportunities to engage in real educational interactions, analyze their communicative behavior, and improve their professional communication skills.

Through continuous reflection and practical application, students become more capable of adapting their language and behavior to different pedagogical situations.

Overall, the literature suggests that pragmatic competence is a vital component of professional teacher preparation. Its development requires a combination of theoretical understanding, practical experience, and interactive learning opportunities. Consequently, the identification of effective methods and strategies for developing pragmatic competence remains an important area of research in contemporary teacher education.

Methodology. This study employed a theoretical and analytical research methodology to examine methods and strategies for developing pragmatic competence in future primary school teachers. The research was based on a systematic review and analysis of scientific literature related to teacher education, communicative competence, pragmatics, pedagogical communication, and professional training.

The methodological framework of the study included the examination of contemporary pedagogical and linguistic approaches to competence development. Scientific articles, monographs, educational manuals, and research papers published in the fields of education, linguistics, and communication studies were analyzed to identify the most effective strategies for fostering pragmatic competence among prospective primary school teachers.

Table 1

Methods and Strategies for Developing Pragmatic Competence in Future Primary School Teachers

Method/Strategy	Educational Purpose	Expected Outcome
Role-playing activities	Simulating real pedagogical communication situations	Improvement of situational communication skills
Case study method	Analysis of educational and communicative problems	Development of decision-making and communicative flexibility
Group discussions	Exchange of ideas and collaborative problem-solving	Enhancement of interactive communication abilities
Teaching practicum	Application of theoretical knowledge in real classrooms	Formation of professional communicative behavior
Reflective learning	Analysis of personal communication experiences	Improvement of self-assessment and self-correction skills
Problem-based learning	Solving authentic pedagogical tasks	Development of pragmatic thinking and communicative competence
Interactive teaching methods	Encouraging active participation and communication	Increased effectiveness of pedagogical interaction

Interpretation of Table 1. The table presents the main methods and strategies that contribute to the development of pragmatic competence in future primary school teachers. Analysis of pedagogical literature demonstrates that role-playing activities and case studies create opportunities for students to practice communication in situations similar to real professional contexts. Group discussions and interactive teaching methods promote active participation, collaborative learning, and the ability to express ideas appropriately in different communicative environments. Teaching practicum serves as an essential component of teacher preparation because it enables future educators to apply theoretical knowledge in authentic classroom settings. Furthermore, reflective learning encourages students to evaluate their own communicative behavior and identify areas for improvement. The combined use of these methods facilitates the development of effective communication skills, professional readiness, and pragmatic competence necessary for successful teaching practice.

Several general scientific methods were applied during the research process. The method of analysis was used to examine theoretical concepts and existing approaches to pragmatic competence development. The synthesis method enabled the integration of various scientific viewpoints into a comprehensive framework. Comparative analysis was employed to evaluate different instructional strategies and pedagogical techniques described in the literature. In addition, classification and systematization methods were used to categorize the identified approaches according to their educational functions and practical applications.

Particular attention was given to interactive learning methods, collaborative activities, role-playing techniques, case-based learning, reflective practices, and teaching practicum experiences as potential means of developing pragmatic competence. These approaches were examined from the perspective of their contribution to improving communication skills and professional readiness among future teachers.

The selected literature was evaluated according to its scientific relevance, methodological rigor, and contribution to understanding the formation of pragmatic competence in teacher education. Based on the findings, the most frequently recommended methods and strategies were identified and interpreted within the context of primary teacher preparation.

The study did not involve empirical data collection, experimental procedures, or survey administration. Therefore, the conclusions are based on theoretical analysis and interpretation of existing scientific sources. This methodological approach allowed for the identification of key educational strategies that can support the effective development of pragmatic competence in future primary school teachers.

Discussion. The analysis of scientific and pedagogical literature indicates that the development of pragmatic competence is an essential component of the professional preparation of future primary school teachers. In modern

educational environments, teachers are expected not only to possess subject-specific knowledge but also to communicate effectively with learners, parents, colleagues, and other participants in the educational process. Therefore, the formation of pragmatic competence contributes significantly to the improvement of professional communication and pedagogical effectiveness.

The reviewed sources suggest that pragmatic competence develops most effectively through active participation in communicative and practice-oriented learning activities. Traditional lecture-based instruction alone is insufficient for developing the practical communication skills required in real educational settings. Instead, interactive teaching methods, role-playing activities, case studies, and collaborative learning provide opportunities for students to engage in authentic communication and apply theoretical knowledge in meaningful contexts.

Particular attention should be given to teaching practicum experiences, which serve as an important bridge between theory and practice. Through classroom observation, lesson delivery, and interaction with pupils, future teachers acquire valuable communicative experience and learn to adapt their language use according to specific pedagogical situations. Such experiences contribute to the development of flexibility, confidence, and professional communication skills.

The findings also indicate that reflective learning plays a significant role in the development of pragmatic competence. Reflection enables students to evaluate their communicative behavior, identify strengths and weaknesses, and make necessary improvements. As a result, future teachers become more aware of the impact of their communication strategies on the learning process and interpersonal relationships within the classroom.

Furthermore, the literature emphasizes that pragmatic competence is closely connected with communicative competence, pedagogical competence, and professional culture. Effective communication allows teachers to create a supportive learning environment, facilitate student engagement, and manage classroom interactions successfully. Therefore, the development of pragmatic competence should be considered an integral part of teacher education programs.

Overall, the discussion demonstrates that the successful development of pragmatic competence requires a combination of theoretical preparation, practical experience, interactive learning methods, and reflective activities. The integration of these approaches into teacher education programs can enhance the professional readiness of future primary school teachers and improve the quality of educational communication in primary school settings.

Conclusion. The study examined the methods and strategies for developing pragmatic competence in future primary school teachers and highlighted its importance in professional teacher preparation. The analysis of scientific literature demonstrated that pragmatic competence is a crucial component of communicative competence, enabling future educators to use language appropriately and effectively in various pedagogical situations.

The findings indicate that the development of pragmatic competence requires the integration of both theoretical knowledge and practical experience. Interactive teaching methods, role-playing activities, case studies, collaborative learning, reflective practices, and teaching practicum experiences were identified as effective approaches for enhancing pragmatic skills. These methods create opportunities for authentic communication and support the formation of professional communicative behavior among future teachers.

The study also revealed that well-developed pragmatic competence contributes to successful pedagogical interaction, effective classroom communication, and improved professional performance. Teachers who possess strong pragmatic skills are better prepared to establish productive relationships with pupils, parents, and colleagues, as well as to respond appropriately to diverse educational situations.

In conclusion, the systematic implementation of learner-centered and practice-oriented teaching strategies can significantly enhance the development of pragmatic competence in future primary school teachers. Therefore, teacher education institutions should place greater emphasis on communicative training and practical learning experiences to ensure the preparation of competent and effective educators capable of meeting the demands of contemporary education.

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