Formation of Pragmatic Competence of Future Primary Class Students Based on Corpus Technologies

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Annotation: In this thesis, a brief description of the methodology of students' pragmatic competence formation based on corpus technologies is given.

Keywords: hierarchy, integrity, structurality, multiplicity, systematicity.

Let's move on to studying the preliminary conditions for creating a methodical model of forming students' pragmatic competence based on corpus technologies. As the initial conditions mentioned above, we distinguish the following three ideas and rules. The first of them is a social order for training students who have acquired pragmatic skills in a foreign language. The second prerequisite for the creation of this methodological model is the need to comply with the requirements of the OT FTS (state educational standards for higher education) of the bachelor's degree. It is appropriate to consider the existence of conflicts between the linguistic-didactic potential of corpus technologies and their use in the formation of pragmatic competence as the third initial condition.

The next stage of creating a methodological model is to build its theoretical block. This element includes the principles and approaches used in the teaching process. A principle is a certain integral starting point/point in the learning process. And the approach incorporates various principles and thereby directs the teaching process in one direction or another. From here comes the importance of selecting approaches and principles in a particular methodological model.

Therefore, we consider it correct to include the following approaches: a) communicative-cognitive; b) systematicity; c) personal-activity-based and g) compensatory principles. Let's take a closer look at each approach, justifying our choice.

The communicative-cognitive approach requires a certain (some kind of) balance between the development of speech skills in the studied language and the acquisition of theoretical knowledge in it. This approach has a communicative-cognitive orientation, and this is its main principle. The cognitive component of this principle is designed to activate (use) knowledge about linguistic (linguistic) systems for the process of language learning, to give it the property of meaning.

The person-activity-based approach has been adopted to study within the framework of the application of the components that make up the two components of its name. The first of them - the person-based (focused) component requires studying each student as an individual, taking into account all social (sociological) and psychological variables.

Competency-based approach is one of the most common approaches to foreign language teaching. This approach is included in the documents regulating educational activities at various levels. The main goal of the competency-based approach is to form certain competencies in students. There are many types of competencies included in the competency-based approach

It should be emphasized that awareness is understood in two directions: as the awareness/conscious performance of educational actions and as the understanding of the offered/not taught educational material. Students perceive certain information by organizing it in their brains, sorting, classifying

and using it in practice. The pedagogue cannot directly influence this process, because each person forms his understanding (view, outlook) on the basis of the acquired knowledge. All these constitute the consciousness of the individual. The teacher's job is to direct and reform the students' educational activities and educate them to a certain level of independence.

In order to check to what extent the proposed developed methodology will be effective, in this study, experimental training was carried out, which proved the correctness of the assumption that the training aimed at forming students' pragmatic competence on the basis of corpus technologies will be effective if the following are implemented in the development of its methodology:

➢ taking into account the linguistic didactic properties of corpus technologies;

➢ if psychological and pedagogical conditions are taken into account (motivation of students to form pragmatic competence based on corpus technologies; formation of foreign language communicative competence in students at a level not less than V1; formation of ICT competence in students; formation of ICT competence in the teacher; to the algorithm of formation of pragmatic competence of students based on corpus technologies compliance);

➢ if training is organized according to five separate stages (target, organizational-technical, research, communicative, evaluation) and 12 steps.

To test the working hypothesis, it was decided to consider the following tasks in this study:

➢ to determine the initial level of formation of pragmatic competence of students of control and experimental groups;

➢ training of experimental group focused on formation of pragmatic competence based on corpus technologies; training the control group without the use of corpus technologies;

➢ to determine the final level of formation of pragmatic competence of students of control and experimental groups;

➢ statistical processing of data obtained during experimental training;

➢ to analyze the data obtained during the experiment, and to discuss their statistical processing.

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