Theme - Pragmalinguodidactic basics of the students' pragmatic competence formation at non-linguistic universities.

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Author: Dubovik Elena Andreyevna

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Abstract.

Topicality of the present thesis is determined by the following factors: in today's information society, a foreign language plays an important role, as the context of the global change and the growth of international contacts are increasing the level of requirements for current employees' skills and knowledge; the pragmatic competence formation is an important part of training future professionals, which in turn is an effective means of solving professional problems.

The main objectives are to study Russian and foreign literature on the research topic; to justify theoretically the students' pragmatic competence formation at non-linguistic universities; to develop a set of exercises to teach the pragmatic competence to students of non-linguistic universities.

The hypothesis is formulated as follows: teaching the foreign language communicative competence to students of non-linguistic universities;

- focused on the pragmatic competence formation as an important
component of the foreign language communicative competence;
- based on the modern English language.

**The theoretical significance** of the thesis consists in theoretical study of the specifics of teaching a foreign language to students of non-linguistic universities and basic features of the future specialists' pragmatic competence formation.

**The practical significance** of the work is to develop a set of exercises and recommendations for teaching pragmatic competence to students of non-linguistic universities.

The research and analysis of the pragmatic competence formation revealed the following:

1. The first-priority approach seems to be the pragmalinguodidactic approach, which arose at the intersection of sociolinguistics, linguistics and pragmalinguistics.

2. One of the fundamental principles of pragmalinguodidactics is the principle of the students' foreign speech pragmatism.

3. The pragmatic competence is the key to the successful communication.

On the basis of the research we have developed a pragmalinguocognitive model of learning lexical aspects of speech and presented a set of exercises worked out according to this model.

In this model we have used training on the basis of conceptogramme in which the core of the concept is the word in the English language, and the input vector is the maximum possible number of combinations to the word. There can be used exercises to supplement, to compliance, etc.

This model can be used in methods of teaching a foreign language in language high school and will be useful for future professionals in various fields in the formation of their pragmatic competence.