

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

IMPROVING LINGUOPRAGMATIC COMPETENCE OF STUDENTS THROUGH ONLINE RESOURCES

Sharipova Charos Akbarovna
UzSWLU, Tashkent

Abstract

This article examines the importance and effectiveness of online resources in developing linguopragmatic competence. The article analyzes how modern information and communication technologies and Internet resources can improve the language learning process and help students improve their ability to use speech correctly in a sociocultural context. The article discusses in detail the potential of online learning platforms, MOOC courses, video tutorials and podcasts, interactive simulators, role-playing games, and scientific resources in the formation of linguopragmatic competence. The article emphasizes that, unlike traditional textbooks, digital resources provide real communicative situations, help to understand the cultural context, and create an opportunity to correct students' pragmatic errors. The results of the study show that regular use of online resources significantly improves linguopragmatic skills and prepares language learners for real-life communicative situations.

Keywords: Linguopragmatic competence, online resources, digital technologies, language learning platforms, MOOC, video lessons, podcasts, interactive simulators, speech acts, cultural context, authentic texts, virtual environment, communicative competence, pragmatic errors, social context.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

Introduction

Nowadays, the Internet and computers are tools for achieving social, educational and professional goals. These online communication tools take language learning beyond the classroom. Information and digital literacy allow students to communicate in real time with native speakers of the language being studied. Virtual communication, staying up-to-date with news, listening to online books and watching movies are some of the most effective ways to learn a foreign language.

[Martyushev, 2021]

Virtual environments, websites and computer-based education provide a suitable context for developing pragmatics in a foreign language learning environment and facilitating learning. Pragmatics-based teaching materials include three main elements: social context, language use and interaction. Natural interaction materials can serve as an effective tool for teaching pragmatics more accurately.

[Matveyas, 2022]

Online resources have a number of advantages that make it easy for students to improve their linguopragmatic competence. For example, online resources are very convenient, they can be used anywhere and at any time. In addition, there are many types of online resources, they are available in various and interactive forms. Pragmatic contexts can be studied and analyzed through real texts, online videos and AI tools. Compared to traditional textbooks, online resources are updated quickly and offer more practical exercises. In today's digital world, students must constantly keep abreast of new technologies and cultural changes, which is a requirement of the present era.

By using online resources in classes, students become familiar with the real context, correctly assess cultural and speech compatibility and, most importantly, learn to correct pragmatic errors, as a result of which students' linguopragmatic competence increases significantly.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

At the same time, online resources are the most affordable way to learn independently. As Mamatkulova indicates, independent reading helps students make the reading and learning process more effective. [Mamatkulova, 2020]

Main Part

Teaching pragmatic competence has always been a challenge in language teaching. Pragmatic education needs to be explicitly introduced in order for students to understand and correctly interpret certain language nuances. It is advisable to use authentic language examples and introduce them in class discussions when teaching pragmatic differences.

Kaliska M. in her article “Developing pragmatic competence through language digital resources” discusses the development of pragmatic competence through digital resources. According to her, creating tasks based on digital language resources is a creative process for both teachers and students. The materials are available at any time, the type of language used in online forums, chat lines or social networks often consists of features typical of oral and written languages, and online language is suitable for the development of communicative competence, including pragmatic competence. The topic of online teaching has been widely analyzed by many scholars, such as Warschauer (1997), Furstenberg (1997) and Mezzadri (2001). As Warschauer, Shetzer, and Meloni (2000) have noted, online resources are a very useful language tool for creating differentiated teaching tasks that support collaborative learning and individual student exploration. Such tasks aimed at developing pragmatic competence are very useful because of their innovative nature. Teachers can create didactic materials that are tailored to the specific communicative goals of students, unlike traditional textbooks. Pragmatic knowledge can be formed by observing authentic text samples, while skills can be taught by inviting students to participate in tasks that require their participation and effective language use. [Kaliska, 2018]

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

In the process of developing linguopragmatic competence, information and communication technologies and Internet resources play a special role. Online resources not only accelerate the process of language learning for students, but also create the opportunity for them to directly communicate with the authentic cultural context, which is one of the most effective ways to develop linguopragmatic skills. Such resources allow students to observe, analyze and master the pragmatic features of language units in different cultural contexts. Language learning in a digital environment significantly increases students' pragmatic awareness, as they directly experience the cultural and social aspects of speech acts by observing and participating in various authentic speech situations.

Yu.G. Davidova noted that a promising direction is the study of the possibilities of forming linguopragmatic competence based on the use of the linguodidactic potential of computer bases, such as modern digital technologies, electronic resources and national corpora of language materials. This serves to further clarify the content and methodology of forming linguopragmatic competence in the educational process. [Davydova, 2021]

Internet resources provide valuable opportunities for developing pragmatic competence, i.e. the ability to use language appropriately in different social contexts. Online platforms and tools facilitate real-life communication, provide clear guidance on pragmatic norms, and foster meaningful interaction. Internet resources allow language learning in a realistic and interactive environment, which effectively enhances pragmatic competence.

Online resources are an effective tool for improving students' linguopragmatic competence. They provide an opportunity to observe, analyze, and apply pragmatic knowledge in real communicative situations. The online resources that we will analyze below serve as an important source for students to improve their linguopragmatic competence.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

1. Language learning platforms

These platforms offer interactive lessons, exercises, and speaking situations for language learning. They include real-life communication scenarios to develop linguopragmatic competence, such as formal or informal conversations, work, or everyday interactions. The platforms teach the use of speech in social contexts to improve linguopragmatic competence, and allow the user to practice without fear of making mistakes. For example, Duolingo offers interactive exercises and mini-conversations for learning different languages. The platform helps users develop speaking and listening skills in different contexts.

Duolingo's uniqueness lies in its innovative design, which is designed to make the learning process similar to the dynamics of a game, turning education into an interesting and engaging experience. [Coquis-Flames,2024]

2. Online courses and MOOC platforms.

Massive Open Online Courses (MOOCs) offer a wide range of opportunities to learn linguistics, pragmatics, or communicative competences. They are developed by universities or experts and are often available for free or at a low cost.

Massive Open Online Courses (MOOCs) have revolutionized education, blurring the distinction between formal and informal learning and creating new models for content delivery, teaching, assessment and accreditation. They have been hailed as a major attempt to democratize higher education, providing students around the world with access to high-quality language learning resources. [Martín-Monje,2021] For example: Coursera. Courses offered by leading universities around the world, such as "Intercultural Communication" or "English for Business and Entrepreneurship." These courses focus on using language in social and professional contexts. The University of Pennsylvania's "English for Career Development" course teaches linguopragmatic skills for business communication (such as negotiation and email writing).

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

These platforms help users understand language not only grammatically but also in its social and cultural context.

3. Video lessons and podcasts

Video lessons and podcasts allow users to listen to real conversations and analyze them. These resources are very useful for studying the intonation, context and cultural nuances of speech in the development of linguopragmatic competence. According to P.V. Sisoyev, the use of podcasts in learning a foreign language helps students create strategies for learning and self-study outside of class through the language tools being studied. [Sysoev, 2014]

The study of the Arab researcher N.A. Alsmari on teaching speech acts to students concludes that the inclusion of video-based instructions from real language multimedia sources in planned pedagogical activities increases the opportunity to study the sociopragmatic and pragmalinguistic features of speech acts. [Alsmari, 2020]

The use of podcasts in foreign language lessons provides the teacher with a number of advantages. Podcasts make the lesson format more flexible and diverse in terms of time and space, give the teacher more opportunities to convey information to students, significantly increase student activity in the lesson through various exercises, and create endless opportunities for exercises aimed at developing listening skills and realizing students' creative potential. [Pushkareva, 2021]

These resources help users master the social and pragmatic aspects of speech by listening to real-life dialogues.

4. Interactive simulators and role-playing games

Simulation is based on a model that imitates a real-world process or system. It provides basic information for performing tasks, discussing different perspectives, negotiating, and solving a specific problem. [Klabbers, 2009]

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

One of the main advantages of the simulation method is that it allows you to create many situations that can occur in real life, but are difficult or impractical to study in the classroom or in a textbook. This helps students gain practical experience using language in different contexts, which makes the learning process more interesting and effective. [Zenios, 2020]

These resources allow users to try out real-life communication scenarios in a virtual environment. They are an excellent tool for testing the relevance of speech to context in the development of linguopragmatic competence. Interactive simulators allow users to try out speech in real-life situations and correct their mistakes.

Conclusion

To develop linguopragmatic competence, it is important to practice speaking in different contexts every day. For example, one day write a formal letter, another day imitate a friendly conversation. The pragmatic aspects of language are often culture-dependent. Therefore, it is useful to watch films, TV series, and social networks to understand the cultural norms of the language being studied.

In conclusion, online resources provide a wide range of opportunities for developing linguopragmatic competence. Language learning platforms such as Duolingo, Babbel, and MOOCs such as Coursera, edX combine practical and theoretical knowledge. Video lessons (BBC Learning English, Prep.uz), interactive simulators (FluentU, HelloTalk), and scholarly resources (ResearchGate, Scribd) teach how to use language in social contexts. Using these resources, linguopragmatic skills can be significantly improved through regular practice.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

REFERENCES

1. Alsmari, N. A. (2020). A video-driven approach to promoting pragmatic development in the context of English as a foreign language. *Arab World English Journal (AWEJ)*, Special Issue on CALL, 6, 3–23. <https://doi.org/10.24093/awej/call6.1>
2. Coquis-Flames, J., Ramos-Cosi, S., & Alva-Mantari, A. (2024). Comparison of language learning platforms to choose a suitable platform for Korean language learning. *International Journal of Engineering Trends and Technology*, 72(5), 313–320. <https://doi.org/10.14445/22315381/IJETT-V72I5P132.2024>
3. Davydova, Y. G. (2021). Formation of linguopragmatic competence of university students in foreign language practical classes. *Pedagogy. Theory & Practice*, 6(1), 55–61.
4. Furstenberg, G. (1997). Teaching with technology: What is at stake? *ADFL Bulletin*, 28(3), 21–25. <https://doi.org/10.1632/adfl.28.3.21>
5. Kaliska, M. (2018). Developing pragmatic competence through language digital resources. In R. Biasini & A. Proudfoot (Eds.), *Using digital resources to enhance language learning – Case studies in Italian* (pp. 5–15). Research-publishing.net. <https://doi.org/10.14705/rpnet.2018.24.794>
6. Klabbers, J. H. (2009). *The magic circle: Principles of gaming and simulation*. Sense Publishers.
7. Mamatkulova, N. Independent study skills as a key to success in higher education system. *European Journal of Research and Reflection in Educational Sciences* Vol. 8 No. 10, 2020 Part II ISSN 2056-5852.
8. Martín-Monje, E., & Borthwick, K. (2021). Researching massive open online courses for language teaching and learning. *ReCALL*, 33(2), 107–110. <https://doi.org/10.1017/S0958344021000094>
9. Martyushev, N., Shutaleva, A., Malushko, E., Nikonova, Z., & Savchenko, I. (2021). Online communication tools in teaching foreign languages for education

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

- sustainability. Sustainability, 13, Article 11127.
<https://doi.org/10.3390/su131911127>
10. Matveyas, A. V. (2022). Internet technologies as a means of forming functional and pragmatic competence of future foreign language teachers. In Continuous education system “School–University”: Innovations and prospects (Proceedings of the VI International Scientific and Practical Conference, Minsk, October 27–28, 2022, pp. 302–305). Belarusian National Technical University.
11. Pushkareva, M. P. (2021). Video podcasts as a means of teaching foreign language listening at the stage of basic general education. Journal of Shadrinsk State Pedagogical University, 3(51), 59–62.
https://doi.org/10.52772/25420291_2021_3_59
12. Sysoev, P. V. (2014). Podkasty v obuchenii inostrannomu iazyku [Podcasts in foreign language teaching]. Language and Culture, 2(26), 189–201.
13. Zenios, M. (2020). Educational theory in technology-enhanced learning revisited: A model for simulation-based learning in higher education. Studies in Technology Enhanced Learning, 1(1), 191–207.
<https://doi.org/10.21428/8c225f6e.1cf4dde8>.