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ACTUAL PROBLEMS OF THE FORMATION OF PRAGMATIC COMPETENCE: RESEARCH BASED ON THE RESULTS OF CONTENT ANALYSIS

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Abstract. This article examines the formation of pragmatic competence in Kazakhstan's education system through the method of content analysis. The study aims to explore the convergence and divergence between theoretical approaches to pragmatic competence and its practical application. By comparing scientific and non-scientific sources, the authors identify a discrepancy between the theoretical foundations and the practical implementation of pragmatic competence. In scientific literature, pragmatic competence is described as an important component of communicative competence and is linked to linguistic, socio-cultural, and cognitive dimensions of communication. In non-scientific sources however, this concept is often reduced to cultural speech, stylistic features, and everyday communicative experience. The study identifies major barriers to the development of pragmatic competence, including curriculum overload, insufficient material support, and inadequate professional training of teachers. It also reveals both similarities and differences in practical methods. Scientific publications emphasize project-based learning, intercultural training, and Web 2.0 tools, whereas non-scientific sources mainly rely on simple role-playing and discussion-based methods. The article also notes that the integration of artificial intelligence technologies can create

new opportunities at the methodological, institutional, and organizational levels. The findings are aimed at promoting an integrated approach to the development of pragmatic competence. Furthermore, the article highlights the localized nature of pragmatic competence development in the Kazakhstani educational context. The results show that the socio-cultural environment, educational norms, and test-oriented teaching methods play a significant role in understanding and developing pragmatic competence. The study also demonstrates that the gap between theory and practice is intensified by the insufficient integration of innovative pedagogical technologies, which limits methodological guidance for educators and hinders the systematic development of pragmatic competence among learners. The findings also support curriculum modernization and contribute to improving teacher preparation strategies within competence-based educational reforms in Kazakhstan.

Keywords: education, pragmatic competence, artificial intelligence, content analysis, pedagogy

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ПРАГМАТИКАЛЫҚ ҚҰЗІРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДЫҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ: КОНТЕНТ-АНАЛИЗ НӘТИЖЕЛЕРІ БОЙЫНША ЗЕРТТЕУ

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Аннотация. Бұл мақалада Қазақстанның білім беру жүйесінде прагматикалық құзыреттілікті қалыптастыру мәселесі контент-талдау әдісі арқылы қарастырылады. Зерттеудің мақсаты – прагматикалық құзыреттіліктің теориялық тәсілдері мен оның практикалық қолданысы арасындағы ұқсастықтар мен айырмашылықтарды айқындау. Ғылыми және ғылыми емес

дереккөздерді салыстыру арқылы авторлар прагматикалық құзыреттіліктің теориялық негіздері мен практикалық іске асырылуы арасында алшақтық бар екенін анықтайды. Ғылыми әдебиетте прагматикалық құзыреттілік коммуникативтік құзыреттіліктің маңызды құрамдас бөлігі ретінде сипатталып, оның тілдік, әлеуметтік-мәдени және коммуникацияның когнитивтік қырларымен байланысы ашылады. Ал ғылыми емес дереккөздерде бұл ұғым көбіне сөйлеу мәдениетімен, стилистикалық ерекшеліктермен және күнделікті коммуникативтік тәжірибемен шектеледі. Зерттеу прагматикалық құзыреттілікті дамытудың негізгі кедергілерін, атап айтқанда оқу бағдарламасының шамадан тыс жүктелуін, материалдық қолдаудың жеткіліксіздігін және мұғалімдердің кәсіби даярлығының әлсіздігін айқындайды. Сонымен қатар практикалық әдістер деңгейінде ұқсастықтар мен айырмашылықтар анықталды. Ғылыми жарияланымдарда жобалық оқыту, мәдениетаралық тренингтер және Web 2.0 құралдарына басымдық берілсе, ғылыми емес дереккөздерде негізінен қарапайым рөлдік ойындар мен пікірталасқа негізделген әдістер қолданылады. Мақалада жасанды интеллект технологияларын енгізу әдістемелік, институционалдық және ұйымдастырушылық деңгейлерде жаңа мүмкіндіктер ашатыны да атап өтіледі. Зерттеу нәтижелері прагматикалық құзыреттілікті дамытудың кешенді тәсілін қалыптастыруға бағытталған. Сонымен қатар мақалада қазақстандық білім беру контексіндегі прагматикалық құзыреттілікті дамытудың жергілікті сипаты айқындалады. Нәтижелер әлеуметтік-мәдени орта, білім беру нормалары және тестке бағдарланған оқыту әдістері прагматикалық құзыреттілікті түсіну мен дамытуда маңызды рөл атқаратынын көрсетеді. Зерттеу сондай-ақ теория мен практика арасындағы алшақтықтың күшейе түсетінін, себебі инновациялық педагогикалық технологиялардың жеткілікті деңгейде кіріктірілмеуі педагогтерге арналған әдістемелік нұсқаулықтарды шектеп, білім алушылардың прагматикалық құзыреттілігін жүйелі түрде дамытуға кедергі келтіретінін дәлелдейді. Сонымен бірге нәтижелер оқу бағдарламаларын жаңғыртуға және Қазақстандағы құзыреттілікке негізделген білім беру реформалары аясында мұғалімдерді даярлау стратегияларын жетілдіруге ықпал етеді.

Түйін сөздер: білім беру, прагматикалық құзыреттілік, жасанды интеллект, контент-анализ, педагогика

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ФОРМИРОВАНИЯ ПРАГМАТИЧЕСКОЙ КОМПЕТЕНЦИИ: ИССЛЕДОВАНИЕ ПО РЕЗУЛЬТАТАМ КОНТЕНТ-АНАЛИЗА

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Аннотация. В статье рассматривается формирование прагматической компетенции в системе образования Казахстана с использованием метода контент-анализа. Цель исследования заключается в выявлении сходств и различий между теоретическими подходами к прагматической компетенции и её практической реализацией. Сопоставление научных и ненаучных источников позволило выявить расхождения между теоретическими основаниями и практикой формирования прагматической компетенции. В научной литературе данное понятие трактуется как важный компонент коммуникативной компетенции и связывается с языковыми, социокультурными и когнитивными аспектами коммуникации. В ненаучных источниках оно, как правило, интерпретируется более узко и сводится к культуре речи, стилистическим особенностям и повседневному коммуникативному опыту. Исследование выявило ключевые барьеры в развитии прагматической компетенции, включая перегруженность учебных программ, недостаточную материально-техническую базу и недостаточный уровень профессиональной подготовки преподавателей. Также установлены различия в применяемых методах: в научных публикациях акцент делается на проектном обучении, межкультурных тренингах и использовании инструментов Web 2.0, тогда как в ненаучных источниках преобладают ролевые игры и дискуссионные методы. Отмечается, что внедрение технологий искусственного интеллекта открывает новые возможности для развития прагматической компетенции на методологическом, институциональном и организационном уровнях. Полученные результаты ориентированы на формирование комплексного подхода к её развитию. В исследовании подчёркивается локализованный

характер формирования прагматической компетенции в казахстанском образовательном контексте. Показано, что социокультурная среда, образовательные нормы и тест-ориентированные практики обучения существенно влияют на её интерпретацию и развитие. Кроме того, установлено, что разрыв между теоретическими моделями и практикой усиливается вследствие недостаточной интеграции инновационных педагогических технологий, что ограничивает разработку эффективных методических решений и препятствует системному развитию прагматической компетенции у обучающихся. Полученные результаты могут быть использованы для модернизации учебных программ и совершенствования стратегий подготовки педагогов в рамках компетентностно-ориентированных образовательных реформ в Казахстане.

Ключевые слова: образование, прагматическая компетентность, искусственный интеллект, контент-анализ, педагогика

Introduction. In the conditions of modern globalization, one of the main tasks of the education system is the development of students not only academic knowledge, but also the ability to act effectively in life situations. Pragmatic competence in this context is of special importance, as it provides a person's ability to use language units in a sociocultural context, critical thinking and functional literacy. The development of the competence approach in the Kazakh educational space is becoming more and more relevant over the last decade. The terms "functional literacy" and "life skills" are widely used in state programs and strategic documents. Therefore, the formation of pragmatic competence is an important condition for increasing the compliance of the national educational system with international standards.

In the context of current educational theory, pragmatic competence is often investigated as part and parcel of communicative competence. It is a widely recognized notion in cross-cultural and second language studies that effective communication depends not just on good grammar but also proper selection of language forms that are suitable for context, meaning, social relations, etc. In this sense, communication skills also include pragmatic competence, that is, the knowledge behind speech acts and discourse strategies, politeness rules or intercultural sensitivity. The increased interest in pragmatics testifies the movement from knowledge-based instruction toward competence-oriented learning, where learners are supposed to use language productively in daily life contexts. It is therefore no surprise that pragmatic competency is being recognized as a crucial aspect of learners' communicative efficiency for different academic and professional purposes.

In the Kazakhstani system of education, competence-based approach has increasingly been encouraged by curriculum reform and national educational policies. Despite such endeavours, however, the workaday achievement of pragmatic competence in classroom teaching is inconsistent. Educational systems often focus on what learners can do and their exam scores, which may not allow

much room for the scientific development of 'How to do it' skills and speaking. As a result, teachers may not have a clear methodological framework that allows them to incorporate pragmatic competence into their daily teaching practice. This calls attention to a discrepancy between theoretical models advocated in the academic research and what actually happens during classes, which is worth investigating.

Against this backdrop there is a need to reconsider how pragmatic competence is framed and practiced in the Kazakhstani educational context. Insight into the coherence and discord between research on learning in science and educational practice can help to enhance pedagogy and curriculum. This study aims at discovering and quantifying, through the analysis of scientific as well as non-scientific literature, predominant trends and methodological shortcomings in order to comprehend appropriate future directions for innovation. The results will also be relevant in terms of providing an empirically-informed understanding of pragmatic competence and underpin evidence-based guidance for the improvement of language education.

Literature review. The concept of pragmatic competence was originally considered in connection with the theory of communicative competence. Researcher Swain and Canale considered pragmatic competence as an important part of the composition of language communication. Also assessed as the ability of social context and language form to create interconnections (Canale and Swain, 1980). The latest researchers work stated that pragmatic competence give an opportunities and benefits for whom learning a language during a practical situation (Kasper and Rose, 2002).

On the context of Kazakhstan educational system, a pedagogical method that based on pragmatic competence are getting more relevance on the last ten years. According the academics from Kazakhstan although many educational programs aim to improve the competence of students, a methodical side of a pragmatic competence needs more attention (Meirbekov et al., 2015). This idea answers to brief of a international academic works. For example, Taguchi posed that in the process of a teaching L2 it needs to special methods to formulate a pragmatic competence (Taguchi, 2015). Fo this reason, if students learn nonsystematic way result of the teaching and competence will be low.

Cohen and Ishihara stated that practical methods demonstrate significant results, particularly saying role a game, modeling a speaking acts and cultural scenarios (Ishihara and Cohen, 2014). However, as Roever (2011) states that rating a pragmatic competence and standardizing methods are not developed in properly which causes difficulties in practice of pedagogues (Roever, 2011). On the content of a domestic pedagogical papers illustrated that pragmatic competence is important part of the real life and its very valuable for adapting the students for different situation. However, majority of pedagogues understand a pragmatic competence as a good communication style or a life habit which limits a pragmatic competence.

The development of pragmatic competence is now seen not in terms of language skill, but as a strategic resource for increasing the human capital of the nation.

A. Nabiyeva on her study "The Model of Development Pragmatic Competence through the Web 2.0 Technologies to Future Foreign Language Teachers" developed a methodical model of future foreign language teachers' pragmatic competence using Web 2.0 technologies evidence the feasibility and effectiveness with regard to digital tools (Nabiyeva et al., n.d.). In the same way, G. Syrlybayeva, researching the practical aspect of teaching Kazakh language: "Our findings further confirm that this area of competence enhances students' intercultural adaptation and functional literacy"(Zhanysbekova and Syrlybayeva, 2024).

Within a contemporary education model, it is relatively associated with the Artificial Intelligence (AI). For example, K. and his team tested pragmatic capabilities of Large Language Models (LLMs), including knowledge about context and predicting speaker intent Yu (Yu et al., 2025). Moreover, H. Qi and J. Chen carried out a systematic review on the efficiency of technology-mediated intervention for pragmatic communication development (Qi and Chen, 2025). As a result, the correspondence between abstract concepts to reality and innovative technological development is becoming a determining criterion of learner's competitiveness level as per international norms.

Concluding the literature review we can state that although in the last ten years academics paid attention to a pragmatic competence, there are unsolved problems in theoretical and practical methods. Particularly, between a theory and in practices there are an inadequacy.

The main goal of the article is to study the compatibility and gap between the theories of pragmatic competence and the practice of application. Thus, researching a pragmatic competence in the context of Kazakhstan requires several academic questions which include a practical and theoretical problems. Thus, the main questions are following:

- 1) What is level of conceptualization of a pragmatic competence among a pedagogue?
- 2) What are differences principles and perspectives of pedagogue in the process forming a pragmatic competence.
- 3) What are methodical, didactical and institutional challenges?
- 4) Which methods use pedagogue in their practices?
- 5) What methodical recommendations can be offered by pedagogue?

Materials and methods. The papers design was organized with qualitative methods. the content analyze was chosen as a prime method of the research which it allows systemize ideas, categories and principles in texts and materials. Furthermore, using the content analyze authors were able to main characters of a pragmatic competence.

The dates were collected by two categories. First, academic sources which include scientific papers, research work. Academic works about pedagogic and linguistic methods and practices were analyzed. Second, non-academic sources which include inform-analytical works, media papers. In this type we analyzed

eleven different sources. These types of sources allow to incorporate theoretical and practical perspectives in the paper. All the data was collected from open and available sources, academic papers and media content of Kazakhstan. Moreover, websites of a pedagogical groups are also contained. The process of the content analyze was conducted by coding the data. It contains five steps: first, conceptualization – in this stage we try to analyze how pedagogue grasp a pragmatic competence; second stage is importance which contains to role of competence in an education results; third, challenges include institutional, didactical and methodical problems; fourth, we paid attention for methods including methods that used by pedagogue. Finally, recommendation that based on practice of a pedagogue. According the research questions firstly all materials was red and the important fragments of a texts were marked. After that, the marked passages were summarized in a kotegorical matrix and analyzed in terms of content nature and frequency. During the analyzing a repeating ides, new standpoints and contradictions were systemized.

To ensure the coherence and applicability of research design, we chose content analysis that would be able to answer these given perspectives in this study. This approach permits a systematic analysis of texts with the possibility to extract recurrent themes, conceptual patterns, and latent meanings concerning the development of pragmatic competence. I Content analysis is particularly useful for educational research because it allows the comparison of theoretical discourse with applied pedagogical practices from disparate sources. Adopting this approach allowed the study to capture explicit interpretations of pragmatic competence as well as implicit assumptions, which are articulated in pedagogical resources or analytical descriptions. In this way, content analysis functioned as both a descriptive strategy and an interpretive lens through which to identify ruptures between theory and practice.

Sources were selected according to well established criteria in order to increase the trustworthiness of the results. Scientific papers were selected due to relevance in the areas of pragmatics, communicative competence, and pedagogy, as well as publication by peer reviewed journals and academic collections. Non-scientific sources comprised theoretical papers, educational-media articles and open-access teacher resources commonly used by practitioners. In order to minimize potential subjectivity in the coding process was performed according to pre-specified categories and themes related using repeated readings and comparing of data. The study does have some limitations. The analysis relied on publicly available sources and did not incorporate interviews with teachers or classroom observations, potentially affecting the generalizability of results. However, the adopted approach constitutes a good starting point to get an insight into present day tendencies and difficulties in the acquisition of pragmatic competences.

Results. This study examined how pragmatic competence is interpreted and implemented in the Kazakh national educational space. Based on two different sources: scientific papers and non-scientific information and analytical materials. As a result of the comparison, several common and different trends were identified.

The findings of the content analysis demonstrate a gap between the theory, as it relates to pragmatic competence, and its application in the Kazakhstani educational setting. From a theoretical point of view, pragmatic competence is viewed in scientific sources as a multidimensional dimension of communicative competency involving linguistic, sociocultural, strategic and critical competences. Opinion-based authors, however, identify the pragmatic competence to a lesser extent than scientific sources and conceive it as almost exclusively connected with speaking culture, style expressiveness and ability to persuade by means of speech. Notwithstanding this distinction in conceptualization, both kinds of sources recognize the relevance of pragmatic competence for the student's personal development and communicative success. Results also show how methodological shortcomings, traditional evaluation methodology and lack of specific teacher training are still important obstacles to the systematical acquisition of pragmatic competence in education. Firstly, in academic works on conceptualization, the concept of pragmatic competence as an integral part of communicative competence has been considered comprehensively. The interrelation of linguistic, artificial, strategic and cultural components, as well as the ability to adapt to intercultural communication, was noted here. And in non-scientific sources, the concepts were largely associated with the culture of speech with power techniques and ways of influencing the listener, and pragmatics was characterized by a predominant linguistic practical context.

Secondly, in terms of importance, both sources recognize the role of pragmatic competencies in personality development in the development of students in school. However, academic papers also consider this concept as a strategic tool for increasing the country's human capital, while no scientific materials often point to it only as an aspect of adaptation involved in life and improving the culture of speech.

Thirdly, the issues of barriers were discussed in common. The main difficulties in the scientific data were identified as the traditional system of assessing the orientation of the UNT curriculum, the lack of methodological manuals and weak professional training of teachers. Unscientific sources claimed the same thing. This is a systematic analysis of the pragmatic aspects of the obsession with red words and the lack of methodological support.

Fourthly, according to the practical method, both sources showed similar results. These include such communication-oriented methods as role-playing, discussion, dialogue building, and project work. In addition, Web 2.0 technology, intercultural trainings and career guidance ESP methods were presented in scientific papers. But non-scientific materials were often suggested to rely on interactive approaches in the classroom and expressive means in literary texts.

And the latest points of view, recommendations, scientific papers have proposed an integrated approach to the development of pragmatic competencies: the development of methodological complexes; the organization of intercultural events and integration into the curriculum and assessment system. And in non-scientific sources, the recommendations were mainly aimed at strengthening teachers' methodological searches and diversifying approaches in the classroom.

Table 1 – Results of content analysis of materials on the formation of pragmatic competence

Concept of an academic work	Main ideas of non-academic sources	Common statement
Conceptualization		
The pragmatic competence is part of a communicative competence. Improving a linguistic frequency in social context and use it (Bachman, 1990; Canale and Swain, 1980; Nabiyeva, 2024; Zhanyzbekova et al., 2024).	It is often considered as the performance of the speaker's speech, the impact on the listener, genres. - The concept is often associated with language skills (culture of speech, style).	The concept is considered in scientific works as a complex (linguistic, social, cultural), and in non-scientific sources it focuses mainly on language skills and ways of speech.
Importance		
A means of developing the linguistic and cultural competence of an individual. - Fundamentals of functional literacy and critical thinking. - Plays a strategic role in the development of the country's human capital (Makhambetova, 2025; Zhanyzbekova et al., 2024)	Important for the culture of speech, functional literacy, and the individual's adaptation to life. - Not directly disclosed from the point of view of strategic national development.	both sides talk about their importance to the person. Scientific papers identify national strategic importance
Challenges		
Traditional nature of the assessment system, orientation towards the exam. - Few teaching aids. Insufficient professional training of teachers (Nabiyeva, 2024; Zhaiykbay et al., 2024)	Lack of a systematic interpretation of pragmatics. - Obsession with “red words” instead of scientific analysis. - Lack of methodological manuals and guidance.	Common barriers are gaps at the methodological and institutional levels. Academic papers also point to teacher training as a major obstacle.
Practical methods		
Project work, role-playing games, intercultural trainings, debates, learning through Web 2.0 technologies (Nabiyeva, 2024; Zhaiykbay et al., 2024). - Pragma-professional methods in professionally oriented ESP lessons.	Role-playing games, dialogue, discussion, poster defense, interactive methods (“think-share-in-pairs”, “swinging Question”). - Use of expressive means in fiction texts	On both sides, the main goal of practical methods is to impress the listener and establish effective relationships. In scientific papers, methods are systematized and related to technology.
Recommendations		
Methodological: development of teaching and methodological complexes for teachers. - Institutional: introduction of pragmatic competencies into the curriculum and assessment standards. - Organizational: intercultural trainings, use of digital platforms (Zhanyzbekova et al., 2024).	Strengthening teachers' methodological searches, teaching the connection between stylistics and pragmatics. - Use creative tasks and communication techniques in the classroom.	Recommendations in scientific papers are of a complex nature (methodological, institutional, organizational), and in non-scientific sources they are mainly only at the methodological level.

See Table 1 for a summary of the congruences and divergences with respect to the comparative analysis between scientific and non-scientific sources about the development of pragmatic competence. Comparative analysis shows that the theoretical and practical premises are common for both source types), as they recognize the role of pragmatic competence in education, but they have differences in conceptuality development, methodological commensurability and activist address. Scientific sources are said to tend to present a systematic and theoretically rich interpretation of pragmatic knowledge, where as non-scientific sources provide mainly anecdotal insights on what can be done in the classroom. This discrepancy provides evidence for a separation of the theory and practice, and the emphasis of the pedagogy of pragmatic competence now need to be more coherent – a cohesive approach combining both sides.

Discussion. One of the main differences observed in the research approach is the nature of the transfer of the concept of pragmatic competence in scientific papers and scientific sources. In the scientific literature, these concepts are considered in a very comprehensive way. It is defined as a component of communicative competence. Domestic and foreign scientists point to pragmatic competence not as a simple set of chicken, but as a complex phenomenon involving the interaction of various components, for example, in the works of Syrlybayeva (2024) Nabiyeva (2024) and Zhaiykbay (2024) washer, it is considered in close connection with linguistic discussions and concerns all cultural and strategic criteria. These works emphasize the importance of pragmatic competence not only in the level of speech, but also in the development of intercultural adaptation, functional literacy and critical thinking. That is, from a scientific point of view, this concept is characterized as one of the most important factors in modernizing education and increasing the intellectual potential of society. This perspective is consistent with international studies that view pragmatic competence as a multi-faceted, dynamic and context-dependent phenomenon rather than simply a linguistic skill. Yet the restricted theoretical framing present in these non-scientific sources, indicates that teachers are likely to use intuitive understanding, rather than notional models rooted in scientific evidence. This further contributes to the disconnection between academic talk and teaching practices, which impedes socialization of LRs to pragmatics principles for language learners.

And in non-scientific sources, the concept is interpreted in a much narrower framework. Here, pragmatics gives priority to aspects such as the speaker's ability to influence the listener, the stylistic and expressive features of speech genres, and emotional influences in literary texts. For example, in methodological websites and practical articles for teachers, pragmatic components are often equated with language culture, adherence to stylistic norms and the formation of students' oral skills. Such a limited relationship is not an accidental phenomenon. This is primarily due to the purpose of the sources. Non-scientific materials are closer to the experience of teachers, adapted for specific lessons and aimed at presenting practical tools. Therefore, although there is little theoretical depth in them, applied

methodological recommendations prevail. In comparison with these two different directions, certain patterns are being determined. While scientific works broadly reveal the theoretical basis of the concept And consider it as part of an educational strategy. And scientific sources serve as a tool to support teachers' daily practice. This difference shows that pragmatic competence has not yet been consistently explained in the educational space and highlights its gap between theory and practice.

As the results of the study have shown, the importance of the concept of pragmatic compactness is determined by scientific and scientific sources at different levels. In the scientific literature, this competence is considered not only as a need for linguistic personal development, but also as a strategic value contributing to the awareness of the intellectual potential of society. So. The work of Zhanysbekova and Nurgali (2024) and Makhambetova (2025) highlights the role of pragmatic competence in enhancing functional literacy, improving critical thinking skills and developing intercultural communication. These studies determine that the formation of this competence is one of the main conditions for strengthening the country's human capital and bringing the education system in line with international requirements. Therefore, in the scientific context of pragmatic competence, you consider not only as an internal element of the educational process, but also as an important part of national strategic development. These results validate the concurrent nature of pragmatic competence on micro- and macro-levels of education. While teachers are concerned with the direct communicative result, research points out long term social and economical consequences. The lack of such a strategic orientation in the normal pedagogical conversation could also limit the possible impact of pragmatic competence on school reform generally.

In non-scientific sources, the problem of significance is described on a narrow scale. They often associate the pragmatic component with the personal development of the student, the maturation of the culture of speech, and the improvement of the local screen. For example, methodological articles for teachers note that using a pragmatic method helps students communicate effectively in everyday life and adapt to a social environment. National statistical meanings, although not clearly expressed in this point of view, are considered as important factors in ensuring the success of life and social activity of individuals. This difference is explained in accordance with a certain pattern of scientific works, an operation on educational policy, government strategies and international experience. Assessing pragmatic competence as a factor capable of socio-economic development of the country, and since non-scientific sources are based on the everyday experience of teachers, they explain the problem separately by limiting its development of students. Nevertheless, deceptions or do not deny the importance of pragmatic competence, and soon determine at your level. These situations prove that the theoretical and practical aspects of the research complement each other.

Obstacles to the development of pragmatic competence are often mentioned. both scientific and non-scientific sources, but they have different meanings and

accents. In the scientific literature, the main obstacles are the overload of the curriculum, the traditional assessment system and the exam-oriented learning experience, as well as insufficient teacher training (Nabiyeva, 2024). These factors hinder the students' free assimilation of language experience and the formation of communicative and pragmatic skills. Scientific works note that systemic institutional changes are necessary for the development of pragmatic competence. In non-scientific sources, barriers often manifest themselves experimentally. Here, first of all, the issues of the lack of ready-made teaching aids in the hands of teachers, the systematic consideration of pragmatic aspects in the lesson program, and in some cases the obsession with the "red word" in linguistic culture are raised. It is also clear that although teachers try to use specific methods of influencing students in their practice, due to the weak scientific and theoretical basis, this work is carried out unevenly. By comparing the two points of view, it is possible to systematize common problems. Firstly, barriers at the methodological level include insufficient attention to pragmatic competence in textbooks and teaching materials, and a lack of ready-made resources for teachers. Secondly, barriers at the institutional level are the non-renewal of the content of the curriculum and the assessment system, and the prioritization of exam results. Thirdly, barriers at the competence level include insufficient professional training of teachers and the inability of most of them to systematically apply new approaches to pragmatics. This shared view reflects that educators' difficulties are not individual but systemic. Clinging to rigid curriculum structuring and exam-driven assessment constraints the frequency of flexible communication practices. As a result, even conscientious teachers have difficulty in providing project-approach-based instruction in a sustainable and organized way.

Thus, while scientific works focus on the institutional and systemic aspects of the problem, non-scientific sources often point to specific methodological gaps related to the teacher's daily experience. This difference, in fact, complements each other: systemic barriers identified at the theoretical level are clearly reflected in practice. Therefore, for the development of pragmatic competence, it is not enough just to find an individual teacher, this problem must be solved simultaneously at the level of methodological, institutional and professional training.

During the analysis of methods for the development of pragmatic competence, it was noted that there are both significant similarities and differences between the approaches proposed by scientific and non-scientific sources. Scientific works focus on modern pedagogical technologies and methods based on international experience. For example, Nabiyeva defines the effectiveness of Web 2.0 technologies in shaping the pragmatic competence of future English teachers, Zhaiykbay suggests using Pragma-professional approaches in ESP lessons for IT students, in these works methods such as project work, debates, intercultural trainings, role-playing games are reflected as means of development. critical thinking, intercultural adaptation and functional literacy of the student. In non-scientific sources, most of the methods are traditional and accessible. Interactive methods such as role-playing,

discussion, poster protection, "think-share a couple," and "bouncing request" are often offered here. An important tool is also considered to be the formation of students' ability to influence the listener through the analysis of expressive means in literary texts. These recommendations, since they are focused on the practical needs of teachers, offer suitable methods adapted to the classroom situation, although they have a weak theoretical basis. A comparison of the two sources shows that they complement each other. Scientific works systematize methods, reveal their theoretical basis, and prove their compliance with international standards. And non-scientific sources offer simple, everyday-friendly versions of these methods in the classroom. This difference can also be explained by the educational situation in Kazakhstan: Urban schools have more opportunities to use technological tools, while traditional interactive approaches are more effective in rural schools. In general, practical methods for developing pragmatic competence should be implemented at two levels: first, the systematic inclusion of innovative approaches presented in scientific papers in the curriculum; secondly, the wide application of traditional interactive methods close to the experience of teachers. This combination can be the most effective way to develop pragmatic competence. The method comparison implies that novelty or accessibility need not to be an opposition. For rather, it is by blending well-anchored with the teacher-centred strategies towards practice that can perhaps improve classroom teaching. This kind of methodological hybridization makes it possible to customize the development of pragmatic competence for various institutional and regional needs in Kazakhstan.

The data obtained during the study showed that development recommendations find different levels of reflection in scientific and non-scientific sources. In scientific papers, the proposals were complex and covered methodological, institutional and organizational levels (Nabiyeva, 2024). It highlights the need to develop educational and methodological complexes for teachers, integrate pragmatic competencies into the curriculum, update assessment standards, and use inter-curricular training and modern digital tools. In non-scientific sources, recommendations are aimed at strengthening teachers' methodological searches and transforming practical approaches in the classroom (for example, role-playing exercises, discussions, analysis of literary texts). These recommendations, although adapted to the teacher's direct experience, do not include changes at the system level. An important area of deepening proposals in the modern education system is the use of artificial intelligence (AI) capabilities. A number of recent studies have proven the effectiveness of this direction. For example, Tleshova and her colleagues compared the reliability of AI and human assessment in assessing IT students' speech skills in Kazakhstan and showed that automated assessment tools are effective in determining a student's pragmatic abilities (Tleshova et al., 2025). Similarly, Sharshova proved the positive impact of AI writing tools on improving students' academic writing skills, especially in reducing grammatical errors and enriching vocabulary (Sharshova et al., 2025). The potential of AI in the development of linguistic pragmatics is also being studied internationally. Alfaji and his colleagues

found that learning based on artificial intelligence using a mixed method provides students with clear, personalized feedback and significantly accelerates the acquisition of linguistic pragmatics (Lateef Fenjan Alfuraiji, 2024). In addition, a systematic review conducted by Qi and Chep examined 37 studies using technology from 2015 to 2024 and showed that computer-mediated communications, Virtual environment and gaming technologies are effective in developing pragmatic relationships (Qi and Chen, 2025). Moreover, Yu and his colleagues analyzed the pragmatic abilities of big language models (LLM) and found that they began to acquire skills such as understanding patterns, predicting speaker intentions, and interpreting contextual situations (Yu et al., 2025). Based on these scientific foundations, the introduction of AI technologies into the educational space can strengthen offerings at three levels: helping teachers at the methodological level in lesson planning and exercise development through intelligent assistants; introducing AI tools into curricula at the institutional level as modules for assessing pragmatic competencies; organizing virtual intercultural training based on AI in schools and universities at the organizational level. The incorporation of AI techniques is a potential effective solution for several challenges identified previously. Automated feedback, adaptive learning scenarios and pedagogical performance assessment are examples of the AI aided instruments that can help teachers. Additionally, AI can help in the theory-practice gap by turning complicated practical frameworks into applicable instructional models.

Conclusion. The results of the study showed that the concept of "pragmatic competence" is still not fully and consistently interpreted in the Kazakh educational space. While in scientific works it is considered as a complex phenomenon that includes components of linguistic, discursive, socio-cultural and critical thinking, in non-scientific sources the concept is often interpreted with limitations of linguistic culture and speech skills. This difference is related to the target audience of the sources: while scientific research reveals strategic and systemic aspects, experimental materials give priority to methodological recommendations for teachers.

From the point of view of importance, pragmatic competence should be considered not only for the culture of personal communication, but also as the main condition for the development of national human capital and the approximation of the education system to international standards. However, there are a number of obstacles to its development: an overload of the curriculum, a traditional assessment system, a shortage of teaching aids and insufficient professional training of teachers.

A comparison of practical methods shows that scientific papers offer innovative approaches (project work, intercultural trainings, Web 2.0 tools), non-scientific sources are mistaken for simple and accessible interactive methods (role-playing games, discussions). These approaches complement each other and allow you to adapt to different situations.

Using the capabilities of artificial intelligence (AI) is of particular importance when making suggestions. Recent studies have proven the effectiveness of AI tools

in developing speech, writing, and pragmatic abilities, as well as in providing personalized feedback and methodological assistance. Therefore, the introduction of AI technologies at the methodological, institutional and organizational levels can give a new impetus to the development of pragmatic competence in the Kazakh education system. In particular, the integrated development of pragmatic competence requires a combination of theoretical and practical points of view, traditional methods and innovative technologies, as well as a combination with national strategies.

Beyond its conclusions, the study agrees with other standard that we should aim for more structured links between theoretical models of pragmatic competence and practice regarding education. The discrepancies highlight the fact that, in the absence of clear guidance and institutional support, pragmatic competence as a construct is not uniformly prioritized across educational levels. Thus, the bridge between research-based frameworks and classroom practice requires bolstering by curriculum developers and teacher education programs. In this reckoning, pragmatic competence could find a place as not an optional add-on but in the body of communicative and professional training.

Moreover, the findings suggest potential go-forward research and pedagogical innovation. Additional empirical research is needed to investigate these specific instructional models and assessment in action concerning pragmatic competence across a variety of educational settings. An emerging area of focus is the use of digital and artificial intelligence technologies to enable personal feedback and scalable solutions for applied skill development. Continuing on these lines will help usher in a reform of educational practices and evidence-informed decision-making in language education.

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