

Cultivation of Lexical Pragmatic Awareness in the Context of Lexical Pragmatics

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Abstract: *After the implementation of the new curriculum standards. Some teachers simply changed from overemphasizing traditional writing models in the past to downplaying or ignoring writing techniques. For fear of being labelled as outdated and backward in teaching philosophy. But with the deepening of curriculum reform. English educators began to look at writing teaching with rational eyes. Learners should acquire two kinds of knowledge, one is regular knowledge and the other is procedural knowledge. Llanguage activities embody the effective use of these highly abstract intricate rules to create sentences and express meaning. English linguistics has become one of the basic compulsory theories for many English learners and has supplied many perspectives for improving English teaching and learning. The method adopted in this paper is lexical pragmatics, which takes the lexical level as the basis, combines pragmatic mechanism, contextual knowledge and encyclopaedic knowledge, conducts dynamic research on lexical meaning, and analyzes the evolution and change process, operating mechanism. The paper tries to put forward some measures to improve English writing teaching and learning on the basis of students' awareness of lexical pragmatics.*

Keywords: *Lexical Pragmatics; Pragmatic Awareness; Awareness Training*

1. Introduction

Lexical pragmatics starts from the hypothesis that the meaning expressed by a lexical unit is under-determined by its semantics and provides a framework to study the processes involved in bridging the gap between the encoded and the communicated meaning of lexical units. The aim of this paper is to provide a concise introduction to lexical pragmatics, to explain some perspectives and problems in this research field, and to highlight some possible future developments. The difference between the linguistically encoded semantic structure and the suggested interpretation is a consequence of general principles of cooperative behaviour and as such is systematic and predictable. As a consequence, there is no need to formulate idiosyncratic restrictions that must be incorporated into the relevant lexical entries in order to restrict the system of interpretations. The suggested division of labour between semantics and pragmatics has important consequences for keeping semantics simple and for applying the semantic tool of decomposition.

At present, English writing teaching is mainly completed at all school levels. The teaching of English writing covers most of the grammar teaching content. So learning English well also inevitably requires us to have a full understanding of English grammar [1]. English teaching focuses on cultivating English learners' listening, speaking and other communicative abilities while ignoring the learning of English writing rules, which greatly affects the accuracy of language output, which in turn affects the learner's quality of learning language. Grammar teaching has a long tradition in foreign language teaching [2]. The understanding of the status and function of lexical pragmatics at home and abroad has experienced a series of development and changes. In recent years, with the continuous improvement of the level of English teaching in middle schools. Most of the students have good English language knowledge or vocabulary. But in the process of practical application, there are still some problems in grammar teaching and learners' English grammar [3]. Although the current students pay attention to the cultivation of students' communicative ability because of the idea that language is used for communication, the learning of vocabulary and the cultivation of communication do not conflict at all, and can help communication while strengthening the basics of grammar [4]. The language provides improvement and support in logic and thinking, so as to improve the efficiency of grammar learning for students, so as to find a more scientific and reasonable way to learn English. As a matter of fact, the discussion of the significance of the teaching of writing has always been one of the

hot spots in foreign language teaching, and it is an issue that cannot be avoided by anyone who learns and teaches languages.

2. Analysis of the Present Problems in English Writing Teaching and Learning

2.1. Excessive Focus on Form

For a long time. Influenced by traditional translation method teaching. Middle school English teaching pays attention to the detailed explanation of the rules and a lot of mechanical training. Students mistakenly believe that they can speak or write authentic English sentences only by combining words with grammar rules, so they create a large number of "Chinese" English sentences. There are differences between learners' grammatical knowledge and communicative skills. Grammar also changes with people's long-term life and habits [5]. Conceptually, it is a customary rule for language in habits and communication. In the process of English writing teaching, too much emphasis is placed on the teaching and training of grammar knowledge points. Due to the influence of traditional grammar translation, some teachers still follow the traditional translation method to a certain extent or teach writing through repetitive and boring exercises. Students were repeatedly corrected by teachers due to pragmatic errors [6]. Frustration continues to accumulate, and confidence in English learning decreases little by little. Eventually, the idea of giving up English learning will arise. Despite the renewal of educational concepts and the changes in teaching methods brought about by the new curriculum reform, a large number of teachers still spend most of their time and energy in teaching vocabulary in English classes, and put the living Language materials become dry language points, instilling grammar rules into students, and the result is a violation of language learning rules [7].

2.2. Single Patterns of Writing Teaching and Learning

Traditional writing teaching only teaches grammar as knowledge or just requires students to recite words more and more. The basic mode is: teacher's explanation - students take notes and memorize notes - practice sentence patterns - do exercises. In foreign language teaching, it is emphasized to input grammar knowledge and vocabulary learning skills to students. Grammar teaching first talks about vocabulary and then syntax, and uses deductive method to explain the rules. First, the rules are explained clearly, followed by examples, and then the rules and example sentences are required to be recited and then practiced. Grammar teaching is not just teaching students various grammar rules [8]. Teachers need to clarify their own arrangements and course content before teaching courses. Excessive words remembering greatly suppresses students' normal language experience, seriously hinders the development of students' language learning and language application ability, makes students lose their interest in English writing, and leads to ineffective or even ineffective English teaching[9]. Some schools and teachers believe that words building is no longer necessary at the university level. Therefore, English teaching is often in vain, or it is not deep enough. This leads to a downward trend in students' reading, listening and translation skills. This kind of teaching ignores the emotional attitude of students, and the dull and obscure writing rules make students feel uninterested and difficult to understand.

2.3. Lack of Students' Awareness of Pragmatic Ability

English teaching can use modern information technology to realize two-way communication between teachers and students and break the time and space constraints of learning. English linguistics, as a basic compulsory course for English language majors, plays a very important role in learning English. The development of language has promoted the development of productive forces. From farming society to industrial society, from industrial society to modern society, every progress of productive forces has promoted the development of language. Pragmatic awareness was seen as a precursor to pragmatic competence, and one which instruction could promote. Pragmatic awareness as an instructional goal not only has the advantage of encouraging learners to identify their own pragmatic targets, but it also has the advantage of allowing learners to make informed decisions about whether to pursue successful language learning. However, the ultimate goal of traditional English writing teaching is to enable students to successfully pass the exam. Students learn more about exam-oriented writing skills or have to remember more and more useless words. When students are learning one foreign language, few of them can realize there is a vital step toward understanding the relationship between conscious awareness of linguistic knowledge and translation performance. Even some teachers are in

some degree, are in the lack of the awareness of linguistic ambiguity in teaching and whether the effects were correlated with their students' language proficiency.

3. Effective Measures to Cultivate Pragmatic Awareness

3.1. Integrating English Writing Teaching into Lexical Awareness Training

This showed that the increase in the awareness of linguistic ambiguity made the learners overly suspicious and critical of the materials they read and write. In other words, they became so sensitive to linguistic ambiguity that they judged some control items to be ambiguous when the items were not. So, how to integrate English writing teaching into the cultivation of lexical awareness?

For one thing, in the context of lexical pragmatics, people learn some of the attitudes from their culture, so learners of English need to learn not only the basic meaning of words but also their cultural impact. An example of an attitude that varies from culture to culture is the outward expression of feelings. In some cultures, people express negative emotions such as grief in a very open and public way, while in other cultures people try hard not to show their feelings. In English, if we say that someone bottles up their feelings, we mean that we think that this is bad. But if we say that someone hides their feelings, we make no evaluative comment. Here is an example that makes the negative connotation obvious: "Research shows that some illnesses are more prevalent in those with a tendency to bottle up their emotions." Generally, in British culture, people do not express negative emotions such as grief or anger in public.

For another, writing belongs to the pragmatic level. Knowledge of pragmatics can only be converted into skills and reached the level of sword automation only on the basis of extensive use. There are many kinds of teaching materials on the market. After the local education department selects the teaching materials, it is unavoidable that the teaching materials are not satisfactory in the arrangement of the teaching content. Therefore, teachers need to be more reasonable in the curriculum arrangement and be able to research and discuss the teaching materials in advance.

To teachers, since grammar teaching is only an integral part of foreign language teaching, and classroom time is limited, grammar teaching should follow the principle of high efficiency. The writing of current textbooks is based on functions and topics, and when a topic requires certain grammatical items, these grammatical items appear in listening, dialogue, or lessons. Teachers should make full use of the language materials of textbooks when teaching English writing. The ultimate goal is not to simply let students memorize some words, but to organically combine the form of language with its meaning and communicative function in actual language use.

3.2. Increasing Pragmatic Competence in English Writing

The comparative analysis of students' academic progress in traditional and multiliteracy and pragmatic communication-focused training revealed that the didactic approach under study contributed to students' overall academic progress, including legal subjects and language disciplines. The experimental training was launched and conducted during the mentioned period with the focus on multiliteracy skills and pragmatic communication awareness.

As for English writing, the knowledge of grammatical rules of foreign languages in a situational communicative environment. Only when it can be used in a more realistic discourse environment is it enough to truly master it. Therefore, the situations that teachers create in the classroom related to the grammar they teach can activate students' pragmatic awareness, thereby promoting the transformation of grammatical knowledge to implicitness. Some grammatical items can only reflect their typical characteristics through context. When teaching, separate grammatical form from meaning and application. The grammar that students learn has always stayed at the level of language knowledge [10]. It cannot be internalized into a skill. Therefore, the grammar rules taught by teachers cannot be used in real language communication. Create a situation, put forward example sentences in the situation, let students contact, experience, observe and understand the example sentences in the situation, practice meaning and communicativeness in the situation, induce cognition and internalize grammar rules, which will contribute greatly to the pragmatic competence.

4. Conclusion

All languages have a set of pragmatic conventions about language use. These conventions are social and cultural. So they differ from language to language, from country to country, and from culture to culture. It is important to learn about the pragmatic conventions of English so as to be able to make full use of the words you know and to avoid mistakes. In English teaching, it is necessary to avoid too much explanation of grammar knowledge and weaken students' language life practice, but also to prevent blind practice and neglect grammar teaching. It is not advisable to overemphasize grammar knowledge points and over-dilute grammar teaching. To enhance the grammatical awareness of English teaching. Grammar teaching runs through the whole process of college English teaching. It is necessary to raise the awareness of lexical pragmatic and its instillation in our students in order for them to comprehend pragmatic meaning when they encounter it outside our classrooms. And it is important to study the effectiveness of modern methods in the process of learning foreign languages, determining their effectiveness in the formation of language competencies. The paper confirms that learning foreign language with the focus on multi-literacy skills and pragmatic communication awareness of university law students contributes to students' overall academic progress, apart from foreign language skills.

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