

Nargizakhon VALIEVA,
 Master Student of Uzbekistan State World Languages University
 E-mail: rakhmankulovanargizakhon@gmail.com
 Tel: (94) 557 33 73

Based on the review of DSc, professor of KSPI D.M. Jamoliddinova

FORMATION OF STUDENTS' SOCIOLINGUISTIC COMPETENCE AT FOREIGN LANGUAGE LESSONS

Annotation

This article aims to show the formation of students' sociolinguistic competence in foreign language lessons. Definitions of sociolinguistic competence are given, citing foreign and local scientists in this field. The author of the article gives the factors that influence the formation of sociolinguistic competence: linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect, and accent. Then, the author of the article presents three stages of the formation of sociolinguistic competence by M.F. Ovchinnikova. To the development of each stage of the formation of sociolinguistic competence on the part of M.F. Ovchinnikova, the author of the article offers a number of interactive exercises and activities. The study gives practical and theoretical values and can be helpful for foreign language teachers and students learning foreign languages to form and develop their sociolinguistic competence during foreign language lessons.

Key words: Sociolinguistic competence, linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect, accent.

CHET TIL DARSLARIDA TALABALARNING IJTIMOYIY LINGVISTIK KOMPETENSIYASINI SHAKLLANTIRISH

Annotatsiya

Ushbu maqola chet tili darslarida talabalarning sotsiolingvistik kompetensiyasini shakllantirishni ko'rsatishga qaratilgan. Ijtimoiy lingvistik kompetensiyaning ta'riflari ushbu sohadagi xorijiy va mahalliy olimlarga asosan berilgan. Maqola muallifi sotsiolingvistik kompetensiyani shakllantirishga ta'sir etuvchi omillarni keltirib o'tadi: ijtimoiy munosabatlarning til belgilari, muhimlik konvensiyalari, xalq hikmatlari ifodalari, registr farqlari, dialekt, urg'u. Keyin maqola muallifi M. F. Ovchinnikovaning sotsiolingvistik kompetensiyasini shakllantirishning uch bosqichini ko'rsatadi. M.F.Ovchinnikova tomonidan ijtimoiy-lingvistik kompetensiyani shakllantirishning har bir bosqichini rivojlantirish uchun maqola muallifi bir qator interaktiv mashqlar va tadbirlarni taklif qiladi. Tadqiqot amaliy va nazariy ahamiyatga ega bo'lib, chet tillari o'qituvchilari va chet tillari talabalari uchun chet tili darslarida ijtimoiy lingvistik kompetensiyani shakllantirish va rivojlantirish uchun foydali bo'lishi mumkin.

Kalit so'zlar: Sotsiolingvistik kompetensiya, ijtimoiy munosabatlarning lingvistik belgilari, odob-axloq qoidalari, xalq hikmatlari ifodalari, registr farqlari, dialekt, urg'u.

ФОРМИРОВАНИЕ СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

Аннотация

В данной статье ставится задача показать формирование социолингвистической компетенции учащихся на уроках иностранного языка. Даются определения социолингвистической компетенции со ссылкой на зарубежных и отечественных ученых в этой области. Автор статьи приводит факторы, влияющие на формирование социолингвистической компетенции: языковые маркеры социальных отношений, условности важности, выражения народной мудрости, регистровые различия, диалект, акцент. Затем автор статьи представляет три этапа формирования социолингвистической компетенции М. Ф. Овчинниковой. К разработке каждого этапа формирования социолингвистической компетенции со стороны М. Ф. Овчинниковой, автор статьи предлагает ряд интерактивных упражнений и занятий. Исследование имеет практическую и теоретическую ценность и может быть полезно преподавателям иностранных языков и студентам, изучающим иностранные языки, для формирования и развития социолингвистической компетенции на уроках иностранного языка.

Ключевые слова: Социолингвистическая компетенция, языковые маркеры социальных отношений, условности вежливости, выражения народной мудрости, регистровые различия, диалект, акцент.

Introduction. It is known that Uzbekistan pays special attention to the training of highly qualified personnel in the field of teaching foreign languages, as evidenced by the resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On the approval of state educational standards in the language of the system of continuous education." The order states that the main goal of teaching foreign languages at all levels is to develop students' communicative competence in a foreign language so that they can work in everyday, scientific and professional fields in a multicultural world. The definition of foreign language competence is given as the ability to apply knowledge, skills, and abilities acquired in the process of communication. In this document, competencies are classified into:

linguistic;
sociolinguistic;
pragmatic [10].

In this paper, we would like to focus on sociolinguistic competence and its formation.

Literature review. According to the Common European Framework of Reference for Languages: Learning, teaching, assessment sociolinguistic competence refers to the socio-cultural conditions of language use. Due to its sensitivity to social conventions (rules of politeness, norms of relations between generations, genders, classes, and social groups, linguistic codification of some of the fundamental rituals of the functioning of the community), the sociolinguistic component severely affects all linguistic communication between representatives of different cultures, even if participants often may not know about her influence [1].

Sociolinguistic competence is related to the knowledge and skills needed to deal with the social aspect of language use. As noted to sociocultural competence, since language is a sociocultural phenomenon, much of what is contained in the Concept, especially in relation to sociocultural competence, is relevant to sociolinguistic competence. The matters treated here are those specifically relating to language use and not dealt with elsewhere:

linguistic markers of social relations;
politeness conventions;
expressions of folk wisdom;
register differences;
dialect and accent.

Methods. Linguistic markers of social relations. They are of course, widely divergent across languages and cultures, depending on factors such as:

- relative status;
- the closeness of relation;
- register of discourse.

Here are examples:

• use and choice of greetings:

on arrival, e.g., Hello! Good morning!

introductions, e.g., How do you do?

leave-taking, e.g., Good-bye . . . See you later

• use and choice of address forms:

frozen, e.g., My Lord, Your Grace

formal, e.g., Sir, Madam, Miss, Dr, Professor (+ surname)

informal, e.g., first name only, such as John! Susan!

informal, no address form:

familiar, e.g., dear, darling; (popular) mate, love

peremptory, e.g., surname only, such as Smith! You (there)!

ritual insult, e.g., you stupid idiot! (often affectionate)

• use and choice of expletives (e.g., Dear, dear!, My God!, Bloody Hell!, etc.)

Politeness conventions. The conventions of courtesy are one of the most important reasons for not applying the "principle of cooperation" directly. They differ from one culture to another and are often a source of inter-ethnic misunderstanding, especially when polite expressions are interpreted literally.

- “positive” politeness, e.g.:
 - showing interest in a person’s well-being;
 - sharing experiences and concerns, ‘troubles talk’;
 - expressing admiration, affection, and gratitude;
 - offering gifts, promising future favors, hospitality;
- “negative” politeness, e.g.:
 - avoiding face-threatening behavior (dogmatism, direct orders, etc.);
 - expressing regret, apologizing for face-threatening behavior (correction, contradiction, prohibitions, etc.);
 - using hedges, etc. (e.g., “I think”, tag questions, etc.);
- appropriate use of “please”, “thank you”, etc.;
 - impoliteness (deliberate flouting of politeness conventions), e.g.:
 - bluntness, frankness;
 - expressing contempt, or dislike;
 - strong complaint and reprimand;
 - venting anger and impatience;
 - asserting superiority

Expressions of folk wisdom. These fixed formulae, which both incorporate and reinforce common attitudes, make a significant contribution to popular culture. They are often used, or perhaps more often mentioned or played on, for example, in newspaper headlines. Knowledge of this accumulated folk wisdom, expressed in a language that is considered common knowledge, is a significant component of the linguistic aspect of sociocultural competence.

- proverbs, e.g. a stitch in time saves nine
- idioms, e.g. a sprat to catch a mackerel
- familiar quotations, e.g. a man’s a man for a’ that
- expressions of:
 - belief, such as – weathersaws, e.g. Fine before seven, rain by eleven
 - attitudes, such as – clichés, e.g. It takes all sorts to make a world
 - values, e.g. It’s not cricket [2].

Results. David L. Chiesa, U. Azizov, S. Khan, K. Nazmutdinova, K. Tangirova in the work “Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan” define sociolinguistic competence as being aware of how culture(s) and the variables such as gender, age, social status, shared norms and rules, and ideologies affect the way we describe and/or interpret objects and processes. As such, different cultures interpret the same objects and processes differently. Each culture and the variables carry within themselves shared practices, experiences, rules, and norms, shortly called shared knowledge. Shared knowledge is prior knowledge that has been constructed during previous experiences among interlocutors. Such knowledge is key in securing common interpretations of objects and processes. Even though people talk the same language and use grammatically correct sentences (form/semantics), they may not understand each other because of knowledge that is not shared. Myths, proverbs, music, poems, tales, and publications carry within themselves certain shared knowledge, which is activated in and through language itself. For example, there is a difference between shared knowledge in Uzbekistan and the United States with regard to how teachers start lessons. Read the dialogue between a teacher and student and explain how shared knowledge and practices in university education are materialized in and through language [4].

M.F.Ovchinnikova investigated the process of formation of sociolinguistic competence in the lessons in general education organizations. She notes that the most important condition for the effectiveness of the process of formation and development of sociolinguistic competence is the involvement of students in active speech-thinking activity through a system of conditional speech and speech exercises, role-playing games, dramatization, situational analysis [9]

M.F.Ovchinnikova identifies three stages of the formation of sociolinguistic competence.

1. Stage of formation of sociolinguistic knowledge. This stage assumes both the individual work of students on the perception and comprehension of theoretical material about the essence and meaning of sociolinguistic competence, analysis of sociolinguistic conditions in the communicative situation (for example, writing a letter to a friend or formal CV), and pair work, during which students decide many cognitive and communicative tasks. The teacher organizes training, acts as a speech partner, and, if

necessary, explores, together with students, new speech patterns of behavior for them in English in communication situations [9].

In our opinion, it is important at this stage to know and recognize expressions in formal and informal writing. For the formation and improvement of knowledge in the learning process, it is proposed to recognize specific phrases and expressions within the written text. Criterion performance or nonperformance of the task is the fact of recognition or not recognizing the belonging of this or that cliché or speech formula etiquette for a particular style of writing.

As a learning tool in the first stage, exercises on the analysis of a communicative situation, exercises on the definition of writing style, and conditional speech exercises based on meaningful supports in the form of substitution tables can be used.

Examples of such exercises are shown below:

exercises to analyze the communicative situation and determine the register of communication (Read the suggested situations. Complete the table with the sociolinguistic context of the communicative situation);

conditional speech exercises (Get to know how the English ask for other people's opinions. Repeat it after me. Read the situations. act them out with different partners asking and giving an opinion);

speech exercises for compiling and dramatizing dialogues during work with functional diagrams of dialogs (Act out the situations using the scheme);

training exercises in pronunciation, warning forgetting phonetic material, designed for 2-6 minutes and planned at any stage of the lesson, where it is methodologically appropriate

speech exercise - regular speech exercises without special time and effort allow students to repeat and master active thematic vocabulary in speech, new grammatical structures, and speech turn; develop the skills of unprepared dialogue, so-called spontaneous speech, including the ability to set different types of questions and try to accurately answer them”.

2. The stage of improvement of sociolinguistic communication. The purpose of the second stage is to improve sociolinguistic communication skills in English and improve the need to study foreign and foreign knowledge culture. At this stage, role-playing games are used.

3. The stage of formation of sociolinguistic communication. The purpose of the final stage of the formation of sociolinguistic competencies is the development and creative application of sociolinguistic skills and the development of the need for learning a foreign language and knowledge foreign culture. The teacher organizes the learning process with a competent speech partner and explores new English speech patterns of behavior in communication situations.

This stage uses:

- project activities. The method is closely related to student-centered learning. In collaboration with the teacher and others students improve their motivation for learning, relieve stress, and faith in one's success increases". Note that we understand the project as "the creative activity of the student, corresponding to his physiological and intellectual capabilities, taking into account the requirements, imposed by the state standard”

- role-playing games, as "one of the huge problems of modern education is the passivity of the student. He gets answers to questions that he did not ask. Any game, in order to be a game, creates a motive in the player, desire to achieve something. An educational role play usually changes sometimes the motive, and the goal is that knowledge, the mastery of which is the educational goal of the game, is seen as a means to achieve a certain game goal.

- creating situations of communication with native speakers.

Conclusion. Thus, the formation of sociolinguistic competence is based on general didactic and particular methodological principles. The principles are the theoretical basis for forming this competence in practical activities. Formation sociolinguistic competence includes three stages, within which are conditional speech and speech exercises, role-playing games, conversation with native speakers, case studies, and project activities.

REFERENCES

1. Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge University Press. Modern Languages Division, Strasbourg.

2. Cushner K., Mahon J. Intercultural competence in teacher education. Developing the intercultural competence of educators and their students // The SAGE handbook of intercultural competence / Ed. by Darla K. Deardorff. Thousand Oaks, California, USA, SAGE publications, 2009. P. 304– 320.
3. Dalieva M. Valieva N. Linguocultural approach in teaching vocabulary to B2 level students at linguistic universities. American Journal of Pedagogical and Educational Research (14), 2023. P. 81-85. <https://www.americanjournal.org/index.php/ajper/article/view/1064>
4. David L. Chiesa. U. Azizov. S. Khan. K. Nazmutdinova. K. Tangirova. Reconceptualizing language teaching: an in-service teacher education course in Uzbekistan / Baktria press, 2019.
5. Fritschner, LM. (2000). Inside the undergraduate college classroom: faculty and students differ on the meaning of student participation. The Journal of Higher Education, 71(3), 342–62.
6. Valieva N. Linguocultural aspect of teaching foreign languages as an integral part of the educational process. Til va adabiyot ta’limi (2), 2023. P. 47-48.
7. Валиева Н. Аутентичные материалы как средство формирования прагматической компетенции студентов лингвистического ВУЗА. Лучшая педагогическая работа 2022. Пенза: МЦНС «Наука и просвещение», 2022. С. 26-29.
8. М. А. Саидова. Развитие прагматической компетенции посредством аудирования на занятиях иностранного языка. Бюллетень науки и образования, 2019.
9. Овчинникова М.Ф. Методика формирования социолингвистической компетенции учащихся общеобразовательной школы: (английский язык, филологический профиль,): дис. ... канд. пед. наук. Улан-Удэ, 2008. 206 с.
10. <https://lex.uz/docs/-2165717>