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THE FORMATION OF SOCIOLINGUISTIC COMPETENCE OF STUDENTS OF THE FACULTY OF NON- LINGUISTICS AT URSU.

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Abstract. The article describes the results of the formation of sociolinguistic competence of students of non- Linguistics of the Urgench State University. The purpose of the article is to determine the algorithm for offering students social situations of communication in order to form their ability to perform various social roles in English. In conclusion, it was determined that students need to follow the social rules of using the language, clearly understand the roles of participants in communication, the information they exchange, and the nature of their interaction.

Keywords: sociolinguistic competence, linguo-communicative environment, social roles, social situations of communication.

INTRODUCTION

The current socio-economic situation focuses on "the formation of active, constructively thinking people who are able to act and interact for the benefit of society, realizing their personal potential, expanding and developing opportunities for positive self-manifestation and self-development as social subjects who speak a foreign language, ready to establish and maintain business and personal contacts in society, to implement their constructive positive social orientation" .At the socio-pedagogical level, the relevance of the formation of sociolinguistic competence of students of the Faculty of Non-Linguistics "in The linguo-communicative environment is determined by rapidly developing information technologies, which require modern students to be able to act effectively, having formed ideas about the value essence and social significance of the activities performed to achieve the goal".

The purpose of the study: to develop, theoretically substantiate and practically test the algorithm for the formation of sociolinguistic competence. for students of the Faculty of Non- Linguistics in Linguistic and Communicative environment.

Object of study: the formation of sociolinguistic competence of students of the Faculty of Non-Linguistics.

Subject of study: the formation of sociolinguistic competence of students of the Faculty of Non-Linguistics in linguistic and communicative environment.

Review of foreign literature

We agree with the opinion of scientists J. Gamperz, S. Savignon, D. Himes, M. Swain, who consider sociolinguistic competence as component of communicative competence. The formation of communicative competence is included in the process of teaching a foreign language and in the process of learning a foreign language and is multilaterally reviewed by the group linguists under the guidance of E. I. Passov. In many works, "sociolinguistic competence is considered as part of sociocultural competence along with such components as linguocultural, cultural, socio-psychological. The sociolinguistic component of sociocultural competence is the linguistic features of social strata, representatives of different generations, genders, social groups, dialects, etc.

Algorithm for the formation of sociolinguistic competence for students of the Faculty of Non- Linguistics in a linguo-communicative environment includes the

following:

1)develop, select, modify social situations according to different topics, namely: on an excursion, in a store, in an office, in a bank, in a company, at home, at a party, and more others.

2)pick up language material: vocabulary on the topic, speech clichés, polite forms of address and response remarks, etc.

3)develop the ability of students to choose their own social roles.

4)develop social flexibility by performing an unpopular social role.

5)develop the ability to bring into the template communicative situations creative ideas.

In this regard, in linguo-didactic science there is an increased interest in the study of the process of formation of sociolinguistic competencies. "In the concept of competence-oriented foreign language education, competence is understood as the willingness of the subject to effectively co-organize internal and external resources to achieve better the set goal. The basis for the formation of personality competence lies such a result of education as key competencies, expressed in mastering by students a certain set of methods of activity". The student, "mastering some way of activity, gains experience in integrating various educational outcomes (knowledge, skills, values, etc.) and goal setting, which means that the student is aware of the process of managing their activities. A set of mastered methods of activity should be socially in demand and allow the student to be in adequate typical situations (E. V. Bondarevskaya, V. V. Kraevsky, V. V. Serikov, A. V. Khutorskoy)". learner may produce a perfectly grammatical utterance that the listener can understand, but he or she may not know how to convey the social meaning communicated in the target context. The inconsistency between the language teaching methodologies and the specific needs for language use in the real world has become more distinctive than ever.

Kramersch (2014) highlights this tension: "there has never been a greater tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom. In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for." The lack of promoting sociolinguistic competence in foreign language learners becomes more evident when they start to use English for actual communication in real life as is also stressed by Kramersch.

Methodological basis of the study

We characterize the linguo-communicative environment as "interpersonal interaction organized in a special way in space and time, in the classroom and outside the classroom, which ensures the development of students' skills to show their "I"-cognitive, "I"-communicative, "I"-praxeological, as successfully learning, positively interacting and actively acting subjects of society".

The formation of the sociolinguistic competence of students of the Faculty of Linguistics in the linguo-communicative environment was carried out by us both in the classroom and outside of the classroom. Depending on the proposed situations of communication, we considered the following social roles: student-student; teacher-student; customer executive; secretary translator; subordinate-boss; interpreter delegate; tour guide group tourists and others. The algorithm for the formation of the sociolinguistic competence of students of the Faculty of Non-Linguistics in a linguo-communicative environment included situations of communication in English and the choice of a social role optional. Consider the following examples:

1. Role-play the two conversations:

- You are a sales assistant in a department store.

Your partner is a customer. He/She wants to buy some clothes.

Decide: The sizes and colors you have. The price of each item.

a) You are a customer (buyer) in a shoe shop. Your partner is a sales assistant. You want to buy a pair of trainers.

Decide:

- the brand (Nike, Addidas, etc.), size and color

- how much money you want to spend

- how do you want to pay (cash, credit card, etc.) .

When asking students what role they felt most comfortable in, the majority (70%) answered - in the role of buyers, explaining this by the fact that It is always more pleasant to buy the necessary branded items than to provide services.

2. Role-play the two conversations:

a) You are a guest in a hotel. Your room is very hot and the air conditioning doesn't work. Also you haven't got any soap. phone receptionand complain politely.

b) You are the hotel receptionist (receptionist). Reply to each complaint the guest makes.

c) You are a guest in a hotel. You phoned room service for some coffee half an hour ago. It hasn't arrived Also there's something wrong with the TV. Phone reception and complain politely.

d) You are the hotel receptionist (receptionist). Reply to each complaint the guest makes .

When asking students what role they felt most comfortable in, the majority (74%) answered - as a guest in a hotel, explaining this by the fact that It is always more pleasant to receive services than to provide them.

In our work, we also used the case method, with the help of which students explored social situations in English,

Case study 1

Imagine you are at a big international meeting for a global electronics company, taking place in Los Angelas, USA and you need to make small talk with the other delegates. Choose two of the following characters to play the part of:

1.Christine Evans, a PA from the Los Angeles office (assistant manager);

2.Hiroshi Sato, a programmer from the Tokyo office (programmer);

3.Irena Fernandez Sanchez, a marketing executive from the Madrid office (head of marketing department);

4.Lazlo Varga, a sales manager from the Budapest office (salesperson);

5.Michael Graves, a director from the London office (director);

Try to be as amusing/ intentive/ creative as possible in your answers and talk for one minute with each person. Choosing the roles of the proposed characters, the students created images of both the proposed profession and the resident of the country, using a foreign language. language, thereby performing several positive social roles at once.

This is how we formed sociolinguistic competence in a speciallycreated linguo-communicative environment.

Case study 2

Student A: You are the manager of a small company and because of a big drop in profits you have to fire a member of your staff. Choose one of the people below to fire and justify your reasons to student B (the deputy manager). Try to be as diplomatic as possible.

Student B: You are the deputy manager of a small company where has been a drop in profits. The manager (student A) is going to suggest one of the people below to fire, and you disagree strongly with the decision. Justify your reasons in a discussion with student A.

Student A: I think we should fire..... because.....

Student B: I disagree completely.....

Name: Mandy Johanson, 35, single mother, two children, an accountant for 3 years, \$45,000. Appraisal: good worker and a skilled accountant, but often has time off to look after children.

Name: Bill Roberts, 55, wife and three children, sales representative for 14 years, \$60,000. Appraisal: His performance has dropped. His wife has been ill for some time. Was our best sales rep.

Name: Roy Batchford, 23, single, trainee sales representative for 6 months, \$20,000. Appraisal: very dynamic, lots of fresh ideas, a newcomer, so still much to learn.

Name: Laura Ruggiero, 40, single, but looks after elderly mother, market researcher for 5 years, \$44,000. Appraisal: good worker, but has been late for work on several occasions over recent months .

In this case, students should learn how to conduct a dialogue between the manager and the assistant manager on the issue of the dismissal of one employee. Assistant manager categorically disagrees to fire someone and gives his arguments. The task of the director is to convince to fire employee, while the task is to behave as diplomatically as possible. Employees of different ages, but all given a certain assessment (appraisal). The case turned out to be quite complicated, since the students do not have the experience of the head of the company, but this case helps to give arguments for and against, to find additional information in English about leader and employer style. Both roles were chosen equally (50% each).

Research results

Regarding the difficulty the language learners face with the development of the sociolinguistic competence, the EFL teachers reported specific causes for the low level of this particular competence. What follows is a comprehensive account of their responses.

Table 1: *Possible Causes of Learners’ Failing to Develop SC in Language Classrooms*

Central themes	Sub-themes
<i>Pedagogical Issues</i>	Lack of sufficient interaction with natives Lack of exposure to culture Formal learning principles
<i>Testing and Assessment</i>	Learning objectives Instrumental motivation to learn Test-dependency through goals SC not tested in the exams
<i>Curriculum and Syllabus</i>	Curricular content lacks SC
<i>Personal and Contextual Constraints</i>	Learner`s perception Students’ attitudes

Table 2: *Sources of Difficulties in Learners Develop SC*

Central themes	Sub-themes
<i>Learners' own competence</i>	Learners' lack of awareness Learners' lack of competence Learners' lack of knowledge
<i>Testing and Assessment</i>	Test-based system Focus on summative assessment
<i>Students' own capacity</i>	Students reluctance Limited language use Less time on speaking skills

In Intercultural Communication activities students came across some sophisticated problems which we should deal with. Teachers characterize Uzbek students as "linear active, calm, non-tactile, socially reserved soft-speakers with unique humor, who stick to rules and who are open to criticism.". However, following overview does highlight some areas that could be particularly problematic for Uzbek students.

Following features should be taken into consideration ...

- 1.Asians or Uzbeks, do not introduce jokes in business meeting.
- 2.Austrians, the Dutch, Africans, do not use criticism.
- 3.Uzbeks do not ask about women in the family and do not use your left hand.
- 4.Asians, small talk is welcome, but do not discuss negative things such as death or illness.
- 5.Arabs pay them a lot of compliments; it is expected.
- 6.Uzbek students try to maintain harmony; do not let anyone lose face.
- 7.Americans, do not be too formal - relax and smile
- 8.Latin Americans, expect interruptions of your speech; it is a sign of interest not rudeness.
- 9.Sub-Saharan Africans, do not be surprised about maintaining your handshake while talking.
- 10.South Europeans, Latin Americans and other multi-active cultures, do not expect punctuality.

We found that students learn a foreign language with different the degree of need for it and interest in it, with a different level of ideas about the social significance of learning a foreign language, with a different degree of understanding of the essence and significance of the social role performed. In connection with this, we face the task, on the one hand, to develop a socially oriented need, interest in the subject and the level of knowledge and skills of some students, to form the need to show the ability to learn, to act actively in society, on the other hand, to preserve and increase these needs and abilities of other students. In solving this problem, individual educational routes for learning a foreign language for each student, taking into account their individual characteristics and abilities.

Thus, the process of formation of sociolinguistic competence includes an algorithm of various activities, which helps participants in communication to form, develop and demonstrate the ability to use and transform language forms in accordance with the situation. For any positive interaction in a foreign language it is important to observe the social rules of language use, to have a good understanding

of the roles of participants in communication, the information they exchange and the nature of their interaction. Forming the sociolinguistic competence of students of the Faculty of non-Linguistics in a linguo-communicative environment, we focused on expanding and enriching social experience positive interpersonal interaction of students, expanding their general outlook, development of mutual understanding, tolerance for national and personal differences of people, joint solution of important universal problems, cooperation and interaction. At the same time, foreign language was used as a means of expanding the space for the realization of one's "I" in society.

CONCUSION:

The present article suggests that the development of the communicative competence in second/foreign language learners is a vital skill which should be closely integrated in language teaching and learning curricula. Therefore, learners' level of such competencies should be thoroughly identified to come up with more meaningful tasks that have a goal, emphasize the outcome and reveal a real world relationship. And in Uzbekistan, where students are not exposed to the target culture, it is the responsibility of the EFL teachers to raise the awareness of the learners about the sociolinguistic use of the language through a variety of strategies. The findings of this article have clear methodological recommendations for the development of the communicative competence in the foreign language teaching and learning curricula. First of all, in order to teach English communicatively, the teachers should be aware of the importance and functions of the sociolinguistic elements of language use. As for development of their own and learners' knowledge of sociolinguistic competence, language teachers should expose learners to authentic use of language and conversations through social media, songs, literature etc. Also design classroom practices engaging students to use the language in real-life contexts. Besides, students should be encouraged to interact with native speakers by joining the student exchange programs or the social network where they can make friends from different parts of the worlds. Finally, sociolinguistic norms of language use should be integrated in the existing curricula as well as in the assessment which will aid in with the development of this particular strategy both in teachers and learners. To conclude, as the present study was conducted in a Uzbek EFL context, it is hoped that the gathered findings will serve basis for further development in the field of foreign language teaching and learning. Finally, there are certain limitations in this study. First of all, an experimental study can be carried out to find out the effects of various classroom practices on learners' development of sociolinguistic competence. Next, oral data such as role plays can be gathered to provide more insights into the actual performances of the learners. In addition, other aspects of sociolinguistic competence such as phonological and lexical variations can be studied. Last but not least, more longitudinal studies on the development of sociolinguistic competence in English language teachers and learners can be carried out which will lead to more detailed and generalizable findings. It, therefore, can only be taken as suggestive of directions for Though much remains for future research, we feel that this study takes a step forward in terms of the development of the communicative competence in second/foreign language learners/teachers to be closely integrated in language teaching and learning curricula.

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