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A Set Of Methodological Tools For The Formation Of Sociolinguistic Competence Of Future English Teachers

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ABSTRACT

The complex of methodological tools for the formation of sociolinguistic competence as one of the key ones in the structure of foreign language communicative competence is considered in detail. The content of complex of methodological tools for the formation of sociolinguistic competence of future English language teachers are highlighted in this article.

KEYWORDS

Sociolinguistic competence, a set of methodological tools, a set of exercises, principles of content selection, future English language teachers

INTRODUCTION

The current refreshed curriculum is the product of the project aimed at achieving lasting improvement in the standard of English language teaching in Uzbekistan by enhancing the learning experience of PRESETT (Pre-service teacher training) students and by setting clear exit standards in language referred to international standards for ELT. This program claims that future English

teachers should develop their intercultural communicative competence, which includes a number of subcompetencies, as the sought-after goal of teaching a foreign language [1]. In this article, we turn to the role of methodological tools in the formation of sociolinguistic competence of future English teachers in the practice of teaching English as a second foreign language at university level.

MATERIALS AND METHODS

In recent years, many philologists and methodologists such as N.A. Belenyuk, V.I. Belikov, N.J. Dagbaeva, S.R. Dortman, V.I. Zakharova, L.F. Zueva, L.P. Krisin, E.S. Nechaeva, D.F. Nurmukhamedova, M.F. Ovchinnikova, L.P. Pavlova, A.A. Tadjibaeva, F.B. Xubieva, F.I. Sharkov, A.D. Schweitzer, K.J. Riskulova, U. Azizov investigated on some aspects of the formation of sociolinguistic competence of future English teachers.

World research on the development of sociolinguistic competence of future foreign language teachers has yielded a number of scientific results, including the following: The effectiveness of the integrated formation of speech and linguistic skills of future teachers through developmental play through a facilitating language environment (the English language center); an anglocentric approach to the study of a foreign language has been developed, such as directing not only the culture of speakers of that language, but also the educational purpose of this culture to a logical understanding of the world (Oxford University); the content of competence formation has been improved on the basis of a multicultural approach (Monterey Institute); developed innovative Internet projects, webquests, blogs, e-portfolios, podcasts and other technologies for the organization of education (Yale University); developed a discourse-analysis strategy that includes language structure, facial expressions, painting, theater, cinema, advertising, painting, architecture, music, opera, ballet, etc. to provide in-depth knowledge to future English teachers (The Mainz Johannes Gutenberg University); a cross-cultural approach has been developed in the practice of training foreign language teachers, which

combines the characteristics of other cultures, the ability to interpret information about them, the qualities of the person (empathy, tolerance) (Sogang University); the University of Eastern Finland has developed a content-oriented "double qualification" program aimed at shaping the communicative competence of foreign language teachers; A system of training competent teachers has been developed (Moscow State Pedagogical University), which makes extensive use of a contextual approach that reflects the design of activities with axiological knowledge, reflecting the aspects of professional and pedagogical activity.

Research on improving the competence of future foreign language teachers in the world is carried out in the following priority areas: Improving the pedagogical mechanism of training competent foreign language teachers in accordance with the requirements of international CEFR standards; development of innovative technologies for the development of sociolinguistic competence of future foreign language teachers; designing the process of organizing independent learning in the classroom and outside the classroom. The foregoing allows us to speak about the role of sociolinguistic competence as one of the most significant in the process of forming intercultural communicative competence. The importance of this competence is emphasized in the document of the Council of Europe "Common European language competences: teaching, learning, assessment". According to this document, sociolinguistic competence is "the ability to choose and transform linguistic forms, depending on the nature and context of communication. It includes the knowledge and skills necessary for the effective use of language in a social context, considers linguistic markers of social relations, norms of

politeness, expressions of folk wisdom, registers of communication, dialects and accents”[2].

Although, a lot of researches have been conducted by scholars in various fields on the problem of forming the sociolinguistic competence of future English teachers, the problem of the formation of sociolinguistic competence of future English teachers through independent study in the process of teaching bachelors of the direction of training "English language as a foreign language" has not studied specifically yet. In this regard, a complex of methodological teaching aids deserves attention, by which we mean a set of exercises, communication tasks and methodological recommendations for the development and application of the most effective methodology in practice. We have developed a set of exercises which involves case studies, authentic texts, role plays, a set of phrases of the target language and speech means used in situations of communication with native speakers and compared between Uzbek and English culture in order to develop the ability to apply them in social interaction.

RESULTS AND DISCUSSIONS

In the course of teaching Sociolinguistics for senior course students at university, the assimilation of the material and the complication of topics, authentic texts are introduced, which are "a real product of the speech activity of native speakers and not adapted (not adapted) for the needs of students, taking into account their level of language proficiency" [3]. It is important to note that texts perform not only cognitive, but also epistemic function, which is manifested in the reflection of the surrounding reality of members of a particular linguistic society,

representing a form of the existence of social and historical experience and storage of knowledge.

The content of the methodological tools as a communicative-behavioral component includes speech actions and their sequence, sociocultural norms of behavior, customs, social conventions and rituals, the knowledge of which determines the verbal and non-verbal behavior of the participants in communication.

We think it is logical to gradually form the sociolinguistic competence of students, which will allow them to successfully implement their communicative intentions in natural situations of communication in target language. Let's consider in detail the procedural component of the set of methodological tools, i.e. exercises that contribute to the formation of sociolinguistic competence, at each of the stages we have identified.

The first stage of the formation of sociolinguistic competence is aimed at acquiring the following knowledge:

- 1) The basic sociolinguistic conditions of the communicative situation (addressing, social roles and statuses of communicants, relations between them, place of communication and use of expression);
- 2) Models of behavior in communicative situations of communication;
- 3) Non-verbal components of the situation of verbal communication;
- 4) Formulas of speech etiquette and expressions of folk wisdom.

For mastering sociolinguistic knowledge, we offer the following exercises.

The second stage is aimed at developing sociolinguistic competence of students

- 1) To use linguistic markers of social relations, places of residence of interlocutors, their origin, ethnicity, occupation;
- 2) Apply speech formulas in the communication, realizing a certain communicative intention, in accordance with the communication situation;
- 3) Analyze and select registers of communication with an orientation to the socio-cultural conditions of language use;
- 4) Apply linguistic signals of differences between traditions, value systems, beliefs, adopted in the native culture and in the country of the target language. .

The final stage of the complex is the stage of the formation of the following abilities and readiness:

- 1) To recognize, select the language forms in accordance with a specific situation;
- 2) Distinguish between stylistic variants of etiquette speech units within one thematic group;
- 3) Understand and interpret correctly the use of sociolinguistically and socioculturally words and expressions in the speech of native speakers;
- 4) Analyze the speech behavior and carry out self-correction in order to avoid possible communication failures in subsequent communication in a foreign language;
- 5) Conduct a sociolinguistic analysis of authentic materials to identify socio-cultural information about the country of the target language;
- 6) Recognize the linguistic characteristics of a person in terms of social affiliation, place of residence, origin, ethnicity and occupation.

Role-plays are the best for building sociolinguistic competence of students. Role-playing is a type of activity in the course of

which students receive social roles that allow them to master communication within the framework of social contact and in conditions. The main components of role play are the situation, roles, topic and task. Role-playing components recreate the realities of live communication; adapt students to specific conditions of verbal interaction. Role-play is a way of assimilating speech models of communication, characteristic of the native speakers of the culture of the target language. It cannot be denied that it is role play that contributes to the formation of sociolinguistic competence, since allows you to learn social norms of behavior, typical for native speakers of the target language [4].

In terms of developing sociolinguistic competences, case studies are the most powerful student-centered teaching strategy which can provide a rich basis for developing students' intercultural competences, critical thinking, problem solving, communication and other life skills. The term 'case study' covers a wide range of problems posed for analysis that students are required to make decisions about how they would respond to complex situations involving difficult choices. Working on cases requires students to research and evaluate multiple sources of data, help teachers to assess students' ability to synthesize, evaluate, and apply information by forcing them to make difficult decisions about cultural dilemmas. Case studies increase student proficiency with written and oral communication, as well as collaboration and team-work. [5]

CONCLUSION

To conclude, above mentioned exercises focused on increasing sociolinguistic knowledge, skills and abilities with the help of a set of methodological tools practiced by

senior course students allow them to successfully form sociolinguistic competence as one of the components of communicative competence in the target language in the process of teaching a foreign language.

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