

Principles and methods of forming sociolinguistic competence of high school students in English lessons

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ABSTRACT: This article scientifically describes the methods and principles of developing the sociolinguistic competence of high school students in English classes.

Keywords: sociolinguistic, pedagogical, competence, register, comprehension, cultural characteristics.

INTRODUCTION

In this article, the principles of the formation of sociolinguistic competence will be considered and the general requirements for the methodology of its formation will be determined.

Before proceeding with the main part of this section, let us dwell on definitions. Formation is - "a process of purposeful pedagogical influence on a student in order to develop certain personality traits in him - worldview, knowledge, skills, attention, value orientations, etc." [1, p. 212]. The formation of any competence within the framework of basic general education is based on certain principles of teaching.

The principles of teaching are "the main provisions that determine the content, organizational forms and methods of the educational process in accordance with its general goals and patterns" [2, p. 438].

MATERIALS.

"The principles of teaching reveal theoretical approaches to the construction of the educational process and its management. They determine the positions and attitudes with which teachers and instructors approach the organization of the learning process and the search for opportunities to optimize it. Knowledge of the principles of teaching makes it

possible to organize the educational process in accordance with its laws, reasonably determine the goals and select the content of the educational material, choose the forms and methods of teaching adequate to the goals”[3, p. 140].

N.A.Shukin distinguishes between general didactic and proper methodical (private methodological) principles of teaching. The former do not depend on the goals and conditions of learning, and their use is quite universal, while the latter reflect the specific conditions of learning and, therefore, represent the concretization, development of general methodological principles of teaching [4].

In this article, we will be guided by the following didactic and methodological principles of teaching a foreign language. "Despite the existing opinion that the principles based on the provisions of the theory of education and teaching developed in didactics are used in teaching any discipline and do not depend on the subject, the application of general didactic principles in each specific discipline has its own characteristics, reflecting the specifics of the content of the discipline being studied" [5 , 81].

METHODS.

The main general didactic principles of teaching that make up the pedagogical basis of teaching foreign languages are: the principle of conscience, the principle of visibility, the principle of strength, the principle of accessibility and feasibility, the principle of intercultural interaction.

Let's consider these principles in more detail.

- The principle of conscientiousness. Following this principle presupposes an understanding by students of the content of foreign language speech, awareness of the units that make up speech, the ways of using such units. The implementation of the principle of consciousness in language classes assumes that first there is an awareness of the features of linguistic units and the rules for their design, and then, as a result of training, the automatism of their application in speech is developed. The role of rules and instructions that are learned consciously is especially important [6].
- The principle of visibility. Ya.A. Komenskiy called it the "golden rule" of didactics, according to which it is necessary to use all human senses in teaching. He noted that “if we intend to implant true and reliable knowledge in students, then we should generally strive to teach everything with the help of personal observation and sensory visualization” [7, p. 246]. In accordance with this principle, teaching is based on specific images that are directly perceived by the student. There are two directions of using visualization - as a means of teaching and a means of cognition. In the first case, specially selected visual-auditory samples help students master the sound-

pronunciation norms of the language, lexical and grammatical units. In the second case, visual aids act as a source of information, introducing students to the country of the target language.

- The principle of strength ensures the preservation of educational material in the memory of students and the possibility of its application in various communication situations. The strength of the assimilation of the material is achieved due to its availability, skillful presentation, providing an emotional impact on students, the use of a variety of exercises.
- The principle of accessibility and feasibility assumes that from the first lessons the material is presented in accordance with the age and intellectual abilities of the students, and its assimilation does not cause insurmountable difficulties for them. Otherwise, there is an undesirable overload of students and interest in classes drops sharply. Accessibility is ensured both by the material itself and by the method of working with it.
- The principle of intercultural interaction presupposes such an organization of the educational process, in which the teacher takes into account the national and cultural characteristics of students in the conditions of intercultural interaction with native speakers. "Taking this principle into account in the educational process contributes to the formation of intercultural competence, the level of which makes it possible to judge the achievements of students in mastering the studied language at the sociocultural level. The result is provided:
 - acquisition of knowledge about the linguistic picture of the world;
 - mastering background knowledge (background knowledge) from the life of native speakers. Such knowledge manifests itself in the process of communication in the form of semantic associations and connotations and ensures the normativity of speech communication in conditions of intercultural interaction;
 - expanding the general outlook of students (general knowledge), i.e. knowledge of names and titles, dates and events that ensure the effectiveness of communication in a new language environment "[4, p. 158].

RESULTS.

For the formation of sociolinguistic competence, we consider it expedient to single out particular methodological (proper methodological) principles: These principles reflect the peculiarities of teaching a foreign language as an academic discipline.

Considering the structure of sociolinguistic competence, the methodology for the formation of sociolinguistic competence should contain knowledge of the main features of

official, neutral and unofficial communication registers; etiquette formulas of address, greetings, exclamations, farewells, congratulations, expressions of polite requests, wishes, gratitude, regret; stable expressions, phraseological units, proverbs, sayings, tongue twisters; as well as general knowledge about science and art, history and religion, geographical location, culture of the speakers of the target language[8, p.206].

The most important thing is to develop the sociolinguistic competence of high school students through texts related to country studies. Texts on the culture, customs and lifestyle of native speakers help to develop students' sociolinguistic competence.

DISCUSSION.

Texts on country study are given for reading in class and at home. In teaching them to read, the principles of working with the text adopted in the practice of foreign language teaching are followed. Three stages of working with the text were put into practice: (1) preparation, (2) reading comprehension, and (3) the post-text stage.

The first stage focuses on vocabulary, grammar, and pronunciation, and reading techniques.

Exercises on lexical units: 1. Saying the names of objects or their descriptions in English. 2. Repeat a new word or phrase from the imitation to the teacher / announcer. 3. Listen to the word and study the sound content (the word is presented in speech or alone). 4. Literal analysis of words / phrases. 5. Read words that demonstrate a particular reading rule. 6. Read words other than the rule. 7. Find new word meanings by analyzing word-formation elements. 8. Compose verbal sentences using words. 9. Use the new word the teacher said in the phrase / sentence, etc[9, p.152].

Exercises on grammatical units: 1. Distinguish new grammar from other familiar phenomena. 2. Say the name of a grammatical event that is perceived by listening / reading. 3. Continue the teacher's story using the appropriate grammatical event. 4. Use a grammatical event told by a student or teacher in a sentence. 5. Apply a grammatical event in a speech situation. 6. Question-answer, etc., using the appropriate grammatical event.

The second stage, which focuses on reading comprehension, includes information retrieval and comprehension exercises: 1. Familiarity with the content of the text. 2. Search for answers to the questions asked. 3. Find evidence in the text that proves the teacher's point. 4. Re-read the text to complete various tasks. 5. The teacher deliberately alters some of the information in the text so that the students find the correct information in the text.

In the third stage of working on the text, exercises on speaking, listening comprehension and writing skills were performed based on its vocabulary and information: 1. Singing was performed in one or two pairs. 2. Speak using the given text. 3. Written or oral translation of parts of the text to check comprehension according to the nature of the text. 4. Say the content of the text in turn. 5. Speaking the content of the text according to the plan, etc[10,p.145].

CONCLUSION.

To sum up, reading also plays an important role in the realization of general, educational and developmental goals. This increases students' observation, their ability to analyze / synthesize language material and text content. Reading aloud is an important step in teaching pronunciation and listening comprehension. Reading is also a tool in shaping speaking skills. The content of the read texts is widely used in question-answer exercises, storytelling, conversation, etc. The reader gathers information to speak through reading. Prepares them to speak English.

Thus, today's political processes require the development of sociolinguistic competence of high school students. Only if the basis of practical lessons in English is organized by reading country study texts, it will give a positive result.

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