

# **Sociolinguistic Competence in Teaching Foreign Languages and its Educational Significance**

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**Abstract.** Currently, the global goal of learning a foreign language is to get to know another culture and participate in the dialogue between cultures. This goal is achieved through the formation of intercultural communication skills. Teaching based on knowledge of a sociolinguistic nature, teaching communication in a foreign language, using all the necessary methods and methods for this is a characteristic feature of a foreign language lesson. This article aims to reveal the role and importance of general competence and sociolinguistic competence in the professional skills of a foreign language teacher.

**Key words:** sociolinguistics, professional skill, education, lesson, foreign language, teacher, intercultural communication.

## **Introduction**

The principles of education are important in determining the content, forms, methods and organization of education. The teaching of any academic subject, as is known, is built on a single didactic basis and is carried out in accordance with the didactic principles developed in the theory of education. At the same time, the teacher must also adhere to certain methodological principles that take into account the specifics of the subject.

In the didactics of vocational education, the most important category is the principles of the process of vocational education. They are associated with the goals of education and training, are of a historical nature, and some of them are losing their purpose, others are being improved, and new principles appear in the organization of teaching foreign languages, reflecting the modern requirements of society and science. The Russian scientist B. A. Golub states in his research that “the principles of education are being improved depending on the historical features of the development of society, the level of development of science and culture in it” [1].

## **Materials and methods**

The choice of teaching principles is one of the most controversial issues in didactics, psychology and methodology, since their understanding often contains conflicting opinions. The term "principle" comes from the Latin word principium - "basis", "original" [2;65]. Therefore, the principle of education is the main principle, the law according to which the

system of science education should operate and develop.

In the methodology of teaching foreign languages, principles are understood as the basic rules that determine the entire organization of education and are manifested in interdependence and interdependence. The correct implementation of the principles ensures the effectiveness of the activities organized in the lesson, determines the interest of students in this activity. Hence the need and importance of their knowledge and the teacher's ability to practically guide them in the organization and conduct of foreign language education. The theory of education emphasizes that the description of the principles is the key to creating a highly effective educational process in any type of educational institution and in any academic subject. This explains why the problem of the principles of teaching foreign languages is traditionally in the center of attention of scientists and practitioners in our country. In most cases, methodologists are trying to establish a certain hierarchy of the basic principles of teaching foreign languages. At the same time, they legitimately follow from the fact that, on the one hand, "foreign language" is one of the subjects of the educational system as a subject. Therefore, it is customary to divide all the principles of teaching foreign languages into general didactic and methodological.

### **Results and its discussion**

- Professional orientation in teaching a foreign language to future teachers, as we understand it, means relying on the basic principles that help model the most important aspects of a teacher's activity and contribute to a more successful mastery of important professional skills that ensure the fulfillment of basic tasks. These principles include: the principle of awareness in professional development:
- *The need to use the principle of consciousness in teaching foreign languages was studied by domestic and foreign researchers.* In particular, researcher A.N. As Poddyakov noted, "the problem of the principle of the consciousness of teaching should be considered, first of all, as the problem of what significance the knowledge acquired by it has for a person. In order for learning to be carried out consciously, there must be a "life meaning" for the student" [3; 125]. Each stage of the professional training of future teachers of foreign languages should include aspects that allow undergraduate students to understand the place and role of their profession in the development of society and international cooperation. This principle includes the mastery of didactic and sociolinguistic actions and professional language skills, the acquisition of a foreign language as a specific professional sociolinguistic activity comes to the fore, and the professional and sociolinguistic competence of a foreign language teacher is modeled in the educational process.
- *The principle of functionality in the professional and pedagogical sphere.* This principle of professionally oriented sociolinguistic education presupposes knowledge of the functional purpose of all aspects of the foreign language culture of teaching undergraduate students - future teachers of a foreign language. That is, each undergraduate student must understand that not only practical knowledge of the language can give him personally, but also the implementation of basic speech functions through the accumulated knowledge and skills. According to the principle of functionality, the object of assimilation is not the speech means themselves, but the functions performed with the help of these means. The selection and organization of the

material is carried out depending on the need of students to express certain speech functions: doubts, praise, confirmation of opinions, denial, confidence, etc.

- *The principle of professional sociolinguistic situation.* It is known that professional sociolinguistic teaching of a foreign language is carried out on the basis of situations with a system of relations. Namely: "The situation is a universal form of the communicative process, which exists as an integral system of social status, role, activity and moral relations of the subjects of communication, is reflected in their minds and arises on the basis of the interaction of the position of the situation" [4; 107]. This is a universal form of activity of the educational process, a way of organizing speech means, a way of presenting them, a way of stimulating speech activity, the formation of skills and the main condition for the development of speech skills. a necessary condition for teaching communication strategies and tactics. The use of all these functions of the situation is a necessary condition for the implementation of the principle of professional sociolinguistic situationality in teaching a foreign language to undergraduate students.
- *Reliance on this principle includes teaching a foreign language as a pedagogical specialty based on the modeling of didactic conditions.* The main criterion for the selection of professional sociolinguistic situations - typical situations of a foreign language lesson - should reflect in its main features the process of pedagogical communication in the lesson, which is necessary for the formation of methodological thinking of the future. foreign language teachers.
- *The principle of the creative use of a foreign language in cases of professional and pedagogical communication.* Verbal communication is a two-way process, the interaction of the speaker and the listener, an integral part of which is the factor of interest. Communication is possible when participants satisfy their sociolinguistic and cognitive needs. But there are difficulties in teaching oral communication. Teaching oral communication is possible only if the learning process is creative. Since communication is creative in nature, it should be taught in various dynamic (constantly changing) situations where different sets of speech functions and their various combinations are possible. Greater repetition of speech functions leads to greater repetition of speech forms and the power of assimilation of speech material. At the same time, the process of teaching a foreign language is closely related to the process of professional communication, the main professional activity of a foreign language teacher. This also applies to the formation of professional and sociolinguistic competence in oral foreign language communication among future teachers of a foreign language, which is closely related to future specialization.
- The professional culture of a foreign language teacher, in our opinion, consists in the formation of the following components:
  - chet tili o'qituvchisi shaxsi ufqlarini belgilovchi bilim va qiziqishlar tizimi;
  - dunyoqarash darajasini tashkil etuvchi e'tiqodlar tizimi;
  - ular asosida ishlab chiqilgan, o'qituvchining amaliy kasbiy faoliyatida namoyon bo'ladigan ko'nikma va malakalar tizimi;
  - individual xulq-atvor normalari tizimi va o'zlashtirilgan faoliyat usullari;

- hissiy madaniyat darajasini tashkil etuvchi ijtimoiy tuyg'ular tizimi.

Sotsiolingvistik kompetentsiyani shakllantirish faqat mashqlar yordamida mumkin bo'lgan, uni amalga oshirish nafaqat ushbu kompetentsiyani shakllantiradi, til to'sig'ini kamaytiradi, grammatik va leksik materialni mustahkamlaydi, balki sotsiolingvistik mashqlarni bajarishda bakalavrning faolligini faollashtiradi.

- *kasbiy yo'naltirilgan mashqlarning ko'p funksiyaliligi prinsipi.* Ushbu tamoyil professionalning o'ziga xos xususiyatlarini aks ettiradi. Til materialini va nutqiy faoliyatni bir vaqtda o'zlashtirish orqali nutqdan tashqari sharoitlarda shakllangan til malakasini mustahkamlashga qaratilgan. Ma'lumki, bo'lajak chet tili o'qituvchisining kasbiy tayyorgarlik jarayonida olgan bilim, ko'nikma va malakalaridan unumli foydalanishi chet tilini o'rgatish sharoitlarining ushbu bilim, ko'nikma va malakalarga qanchalik yaqin bo'lishiga bog'liq. Bo'lajak chet tili o'qituvchisini kasbiy va sotsiolingvistik faoliyatni amalga oshirishga tayyorlashda haqiqiy pedagogik muloqot shartlarini hisobga olish kerak. Shuning uchun nutq ko'nikmalarini takomillashtirish bosqichida asosiy e'tibor mashqlar foydasiga o'tkazilishi kerak.
- *The principle of organizing the process of teaching a foreign language on the basis of a professionally oriented role.* The role-playing game combines gaming, educational and speech activities. For the teacher, role-playing is the main form of organization of the educational process. A role-playing game is a special type of pair or team activity of educational games aimed at developing speech skills in conditions close to real communication. A kind of role-playing game is a business game. A business game is described as a pedagogical technique for modeling various managerial and production situations, aimed at teaching individuals and groups to make decisions [5]. In foreign language classes, business games are used to teach professionally oriented communication to create and solve problem situations. –Pedagogical games, which are a means of recreating the subject and social content of the future professional activity of a foreign language teacher. Professional sociolinguistic competencies and methodological competencies of future teachers of foreign languages are formed in the course of role-playing and business games. In addition, role-playing and business games develop imagination, reaction, creative thinking, professional skills and abilities.
- *The principle of combining educational and extracurricular activities of students in mastering professional and sociolinguistic competence.* This principle includes the creation of conditions for providing educational and methodological links between the main cycles of teaching a foreign language and the professionally significant activities of undergraduates outside the school, as a result of which the professional and sociolinguistic competence of a foreign language teacher is formed. Compliance with these conditions means aiming students at an active approach to self-education, self-discipline and self-discipline in school and out of school hours; the superiority of sociolinguistic-problem forms of education in mastering professional and sociolinguistic competence; is to comprehensively and interdependently guide the development of a culture of communication in the studied and native languages.
- *The principle of interdisciplinarity of linguo-methodological training.* In solving the issue of optimizing educational subjects, much attention is currently paid to the didactic orientation of interdisciplinary connections. The need for a didactic approach to

interdisciplinary connections in teaching a foreign language is especially acute. However, it is known that many scientists single out a characteristic feature of the academic discipline "foreign language" as "meaninglessness".

## Conclusions

The general didactic principles of teaching foreign languages are aimed at achieving effective and educational education, mastering the basics of knowledge, developing skills and competencies. The following principles can be called the main ones: developmental learning, activity, visibility, power, convenience, a differentiated approach, awareness, etc. The methodological principles describe and specify the features of teaching a foreign language in more detail. This group includes: the principle of sociolinguistic orientation, taking into account the specific features of the native language, the principle of interconnected learning of all types of speech activity, the principle of functionality, verbal advance, convergence, and a number of other principles. It was formed by the authors depending on the chosen educational approach.

The work carried out by us as part of the study allows us to identify several principles that, in our opinion, should guide the creation and application of a system of exercises aimed at developing the professional and sociolinguistic competence of a foreign language teacher. This in no way means that the methods we propose, the didactic principles of the rules, are the result of a revision of the foundations of the theory of teaching foreign languages and teaching methods.

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As part of our study, we tried to develop rules that take into account the general didactic and methodological principles of teaching a foreign language, on the one hand, and the features of the formation of foreign language education, on the other, and determined the sociolinguistic competence of a foreign language teacher.

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