



THE ROLE OF SOCIOLINGUISTIC FACTOR IN THE FORMATION OF PEDAGOGICAL CULTURE OF THE TEACHER OF FOREIGN LANGUAGE

Ismailov Anvar Rustamovich

Candidate of philological sciences, Associate professor of Samarkand State Institute of Foreign Languages, Samarkand, Uzbekistan

ABSTRACT

The article is devoted to the analysis of sociolinguistic factor in the formation of pedagogical culture of teachers of foreign language in the system of higher education. Language is investigated as social means of communication which reflects social phenomena in it. Pedagogical culture is considered to be necessary part of social processes in society.

KEY WORDS: pedagogical culture, sociolinguistics, teacher, higher education, communicative competence, norms of etiquette.

INTRODUCTION

The uniqueness of language as a system of signs is associated with a special role, a special purpose of language in the life of human society, in which it acts as a leading means of communication. This is what determines the multiplicity and diversity of the language signs used, the inadmissibility of their arbitrary change, the relationship between the stability and variability of the language sign. Indeed, language serves society as a means of transmitting and exchanging information. It has a special purpose in the life of human society, in which it acts as the main means of communication. The language contains a system of numerous language signs and symbols used in people's communication to express their thoughts.

The language is constantly evolving and changing at different historical stages in lexical, morphological and grammatical aspects. Like any language, English is undergoing changes and acquiring new varieties that are formed under the influence of other language cultures. For example, phonetic features of language units change, the English lexicon is replenished with new borrowings denoting cultural realities, features of spiritual values, traditions, etc. Such changes are caused not by internal linguistic factors, but by external extralinguistic transformations. Being a material and verbal expression of thought, language is reproduced at the moment of speech and is the result of the activities of previous generations, as well as the product of the human collective. The main attention of linguists from the point of view of language dynamics is attracted by such issues as semantics, pragmatics, language variation. However, the

language is a complex formation that can be studied from different points of view. Thus, the social side of language characterizes it as a means of communication between people. The grammatical aspect of language studies the rules of formation of linguistic units and various combinations. The semiotic side of language considers it as a system of signs, material sounds with the property of denoting something. The informative aspect of the language studies it as a code of information that conveys semantic meanings.

The present study is based on the example of the English language, so it would be advisable to analyze it. English is a means of international communication at the world level. It is called "the language of the world community during the period of globalization." In modern times, English has become the most widely used language in the development of international relations: various scientific conferences, sports and cultural competitions, seminars, symposiums, signing of international treaties and agreements, contacts with representatives of different countries are held in English. Without knowledge of English, even the most qualified specialist cannot feel confident in today. English has acquired the status of a world language and in this regard, it is becoming more relevant and more necessary in the system of secondary and higher education in our country.

RESULTS AND DISCUSSION

Despite the fact that English has long acquired the status of a "world" language, there continues to be an urgent need for the correct methodology and means of teaching those who use it at the world level. In other words, an English



language specialist should know its norms and communicative means, otherwise "inconvenient" circumstances may arise that interfere with the correct flow of the communicative act.

Language as a means of communication is studied by sociolinguistics. This is a science that studies the socially determined variability of language, language variants for social interaction. Sociolinguistics studies linguistic phenomena based on social factors, linguistic relations reflected in social processes, as well as language variants in various social groups. These groups are societies of people using specific means of language, depending on belonging to a particular social group.

Intercultural competence is the ability to conduct a conversation in a foreign language, taking into account the differences in national cultures and stereotypes. A proper interethnic conversation is based on the principles of communication of the development of society and human activity. It is formed in the dialogue of different cultures on the basis of mutual respect and tolerance for the national and cultural characteristics of speakers of different languages. Because of this, it is advisable to teach foreign language culture with the involvement of authentic material: original artistic texts, audio recordings and videos. This type of material has a linguistic and cultural character and introduces students to foreign language culture in the simplest way. Knowledge of the formulas of speech etiquette, facial expressions and gestures corresponding to a certain language culture is no less important in learning a foreign language. Language should be studied in all its diversity of linguistic and cultural phenomena. By studying a foreign language, students better comprehend their language and native culture.

Teaching foreign language culture is of particular relevance in modern conditions, since ignorance of another culture can cause misunderstanding of participants in an interethnic dialogue / polylogue and lead to inevitable conflicts as a result of inadequate speech behavior. Good practice of intercultural communication is acquired in international projects and internships abroad. In this process, students not only learn the structure of a foreign language, but also correct behavior in different situations. To develop the communicative culture and competence of students of philological universities, we will develop the following rules:

1. Practice a foreign language (in our case English) as often as possible, especially with native speakers of this language.

2. To put into practice the use of well-known words, expressions, speech formulas in English in appropriate situations.

3. Work with the dictionary more often when learning new English vocabulary.

4. Avoid mental translation of foreign language speech into the native language and do not waste time on this unnecessary process, but strive for an instant reaction to the uttered remark.

5. In case of forgetting English words, it is necessary to use their simple synonyms or definitions.

6. Observe the normal pace of speech, do not speak too fast or too slow.

7. Always use "sorry, please, thank you" in the right situations of speech communication.

The term "sociolinguistics" is directly related to the communicative process. Many researchers also use the term "sociology of language". Some consider them synonyms, others insist on the need to differentiate the concepts behind them, considering sociolinguistics one of the directions of the sociology of language. At the same time, sometimes one or another author tries to theoretically differentiate these areas of research, but using their names in specific descriptions of the language from a social point of view, interchanges the terms "sociolinguistics" and "sociology of language" as complete synonyms.

Sociolinguistics is a field of linguistics that studies linguistic phenomena with the involvement of social factors (determining the development and functioning of these phenomena), and the sociology of language is an interdisciplinary, intermediate field of research that combines sociological goals and research methods with linguistic material. Developing this view, it can be said that sociolinguistics studies linguistic relations and processes, involving social factors for their interpretation, and the sociology of language studies social relations and processes, paying attention to linguistic phenomena that are reflected in these relations and processes.

The success of communication also depends on background knowledge, i.e. knowledge characteristic of speakers of a given language, providing speech communication, during which this knowledge manifests itself in the form of semantic associations, compliance with the norms of speech behavior of native speakers. Sociolinguistic and sociocultural competencies are formed on the basis of background knowledge. Sociolinguistic competence provides information about the use of language in various communication situations in accordance with the accepted norms of their application. Socio-cultural competence gives an idea of the rules and social norms of behavior of native speakers, traditions, culture of the country of the language being studied [E.G. Azimov, A.N. Shukin, 2009, p. 340].

Sociolinguistic and sociocultural competencies are included in the composition of social competence, which manifests itself in the formation and development of students' concepts of the importance of learning a foreign language, the need to communicate in it as a means of independent work and social adaptation, the upbringing of civic and patriotic qualities, the desire and intention to carry out intercultural communication in a foreign language.

Sociocultural competence is a set of knowledge about the country of the language being studied, the national and cultural characteristics of the social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following customs, rules of conduct, etiquette norms, social conditions and stereotypes of behavior of native speakers.



The socio - cultural competence includes:

1) socio-cultural knowledge: information about the country of the language being studied, spiritual values and cultural traditions, features of the national mentality;

2) Communication experience: the choice of an acceptable communication style, the correct interpretation of the phenomena of foreign culture;

3) Personal attitude to the facts of foreign language culture, including the ability to overcome and resolve socio-cultural conflicts when communicating;

4) knowledge of the ways of using language: the correct use of socially marked linguistic units in speech in various spheres of intercultural communication, susceptibility to similarities and differences between native and foreign socio-cultural phenomena [M.V. Latukhina, 2014, p. 128].

Sociolinguistic competence is the knowledge and skills necessary for the effective use of language in a social context. It is expressed in the norms of politeness, communication registers, linguistic markers of social relations, expressions of folk wisdom [E.G. Azimov, A.N. Shukin, 2009, p. 288].

Sociolinguistic competence and sociocultural competence are two types of communicative competence, which differ in their content, strategy, orientation, approaches to teaching foreign languages, have different barriers when communicating with native speakers of the foreign language being studied [S.A. Ziyaeva, 2019, pp. 62-63].

E.S. Nechaeva points out that the formation of students' sociolinguistic competence on the basis of the sociophonetic component proposes to implement on the basis of general didactic principles of teaching: the principle of humanization, the principle of humanitarization, the principle of fundamentalization, the principle of scientific, the principle of consistency and consistency, the principle of accessibility, the principle of practice-oriented approach in teaching, the principle of dialogicity, as specific principles are indicated: the principle of integrativity, the principle of sociolinguistic susceptibility of language, the principle of taking into account the level of proficiency in the sociophonetic aspect of English speech [E.S. Nechaeva, 2010, p. 15].

The effectiveness of the formation of sociolinguistic competence based on the sociophonetic component of future specialists in foreign language education depends on the consistent implementation of the methodological model, which involves the organization of the learning process in the following four stages:

- 1) Adequately informative;
- 2) Cognitive;
- 3) Formative;
- 4) Integrative.

The methodology proposed by Yu.V. Manukhina for the formation of sociolinguistic competence has a two-stage structure:

1. Preparation for communication: pursues the goal of mastering knowledge, skills and abilities for practice in communication.

2. Practice in communication: involves controlled communication with elements of free communication and is based on mastering the formulas of speech etiquette related to the official/unofficial register of communication [Yu.V. Manukhina, 2006, p.87].

The system of formation of sociolinguistic competence of future teachers of English has great theoretical and practical significance:

1) Typology of sociolinguistic competence of future English teachers;

2) Assigning a special place to independent education in the linguodidactic structure of the formation of sociolinguistic competence of future English teachers;

3) Development and description of indicators for determining the level of sociolinguistic competence of future English teachers;

4) Justification of the teacher's professionalism, which is understood as his professional portrait;

5) Development of the "Student's professional competence Quality Scale Program".

Sociolinguistic variables of a communication situation should not be confused with situational variables or components of a speech situation, which, according to T.A. Chebotnikova, include the addressee, the addressee, their relationship, the tone of communication, the purpose, means and method of communication and which, when changing at least one of them, are able to change the communicative situation as a whole [T.A. Chebotnikova, 2011, e-version].

Social status is a set of various characteristics of a person, due to its position in society. In the characterization of an individual's position in society, i.e. his social status, his gender, age characteristics, nationality, social origin, education, profession, level of proficiency in culture and language, social rank, etc. play a significant role [S.A. Ziyaeva, 2019, p. 71].

At the university stage of training, students will have to understand that the social status of a person is directly reflected in language and speech in the form of speech indices, pragmalinguistic characteristics, social components in the semantics of language units. Speech indices of social status are manifested, for example, in the form of various degrees of indicators of the volume of lexical stock of knowledge and compliance with linguistic, including stylistic norms in highly educated and uneducated people. The pragmalinguistic characteristics of social status are predetermined by the use of unequal speech acts by status-unequal participants of communication. Social components in the semantic structure of language units indicate the relationship of inequality between the participants of communication [I.S. Cherkasova, 2010, p. 69].

CONCLUSION

In general, in any communicative situation, it is possible to isolate status-relevant areas of behavior: certain strategies of speech and non-speech behavior that emphasize the speaker's belonging to a particular group of society, status indices that are an indicator of the speaker's belonging to a



certain stratum of society. A linguistic personality has a number of features, including its nationality, social and gender characteristics, territorial characteristics, mental-psychological and physiological properties.

The rules of speech etiquette include the desire to be quickly understood in the appropriate speech collective, the abundance of lexical vocabulary, lexico-semantic lacunae, the need to quote the original text and some other factors; in particular, it is not uncommon for certain intermediate words ("switch words") to act as a reference point in the process of transition to the element of foreign language speech in bilingual communication.

LITERATURE

1. Azimov E.G., Shukin A.N. *Noviy slovar metodicheskikh terminov i ponyatiy (teoriya i praktika obucheniya yazikom)*. In Russian – M.: IKAR, 2009. – 448 p.
2. Ziyaeva S.A. *Sovershenstvovanie sotsiolingvisticheskoy kompetensii studentov yazikovix visshix obrazovatelnih uchrejdeniy pri obuchenii nemetskomu yaziku: Diss. ...of Doctor of ped. sciences.* – Tashkent: UzSWLU, 2019. – 331 p.
3. Latuhina M.V. *Ponyatie sotsiokulturnoy kompetensii v obuchenii angliyskomu yaziku.* // *Privoljskiy nauchniy vestnik*, 2014. - № 12-1 (40). – P. 127-129.
4. Manuhina Yu.V. *Formirovanie sotsiolingvisticheskoy kompetensii v protsesse ovladeniya formulami rechevogo etiketa: Diss. ...of Candidate of sciences.* – Moscow, 2006. – 268 p.
5. Nechaeva E.S. *Metodika formirovaniya sotsiolingvisticheskoy kompetensii studentov yazikovix fakultetov pedagogicheskix vuzov na osnove sotsiofoneticheskogo komponenta (na materiale angliyskogo yazika): Abstract of diss. ... of candidate of ped. sciences.* – Moscow, 2010. – 25 p.
6. Chebotnikova T.A. *Sotsialnaya rol i rechevoe povedenie lichnosti: invariant i variant* // *Sovremennye issledovaniya sotsialnih problem*, 2011. - № 4. – *elektronniy resurs: net.knigi-x.ru/24pedagogika*.
7. Cherkasova I.S. *Realizatsiya kommunikativnoy strategii samoprezentatsii v russkix i nemetskix ob'yavleniyax o znakomstve.* // *Izvestiya VGPU*, 2010. - № 49. – P. 69-72.