SOCIOLINGUISTIC COMPETENCE IN TEACHING RUSSIAN LANGUAGE TO PUPILS OF SCHOOLS WITH UZBEK LANGUAGE OF INSTRUCTION

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ABSTRACT

The article presents the results of research on the effectiveness of the use of sociolinguistic competence in teaching Russian in a school with the Uzbek language of instruction; shows the importance of integrated vocabulary, assuming intra-linguistic and external-linguistic characteristics of the word.

Keywords: Sociolinguistics, competence, national-cultural component of the meaning of a word, an integrated approach to the presentation of vocabulary, speech turns.

INTRODUCTION

Modern society is facing the most acute socio-political, interethnic, intercultural, communication problems.

It was education that at all times contributed to the preservation of the stability of society, the modification of the forms and types of relationships between people. The variety of teaching options and teaching aids has presented new requirements for the professional training of a language teacher, who in the new conditions needs to be able to act not according to strictly prescribed rules, but in accordance with his own conscious choice from among possible methodological systems. In recent years, numerous attempts have been made to update the content education based on a competency-based approach. As a result, there is a significant number of classifications of competencies, on the basis of which it is proposed to design training models for educational institutions of different levels.

MATERIALS AND METHODS

Since the 70s of the last century, the concept of communicative competence has become effective, as the structural elements of which linguistic, sociolinguistic, discursive, socio-cultural, strategic and social subcompetencies have begun to be singled out.

In Russian linguodidactics, the term communicative competence was introduced by M.V. Vyatyunev. He proposed to understand communicative competence "as the choice and implementation of speech behavior programs, depending on a person's ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation "[2].

V.I. Andriyanova emphasizes that the communicative principle is the basis of teaching Russian as a foreign language [1].

In this regard, the scientist considers it necessary "to create such a training system that would ensure the mastery of the language in its main functions - as a means of communication, communication, cognition, planning and organizing activities (especially collective), emotional, aesthetic and moral impact and education - with the priority of the communicative function "[1].

Mastering a foreign language as a means of international communication is impossible without knowledge of the socio-cultural and sociolinguistic characteristics of the country of the target language.

The Council of Europe document "Common European Language Competences: Learning, Learning, Assessment" considers sociolinguistic competence as one of the most important components of intercultural communicative competence, the formation of which is the goal of teaching a foreign language at all stages of education.

Sociolinguistic competence reflects the socio-cultural conditions of language use (orientation towards social norms of communication between different generations, genders, classes and social groups, the design of rituals). This competence has an impact on verbal communication between representatives of different cultures.

The field of sociolinguistic competence includes, among other things, the ability to organize pedagogical communication and take into account a specific pedagogical situation, consists of the ability to use realities, special turns of speech, specific rules of speech communication characteristic of the country of the target language, that is, the originality in the language, which indicates the influence of customs, culture.

Due to the focus on social norms (rules of good manners, norms of communication between representatives of different generations, sexes, social groups, linguistic consolidation of certain rituals adopted in a given society), the sociolinguistic component has a great influence on the linguistic design of communication between representatives of different cultures. Thus, sociolinguistic competence is an integral component of communicative competence.

Since the requirements for the level of proficiency in sociolinguistic competence are somewhat vague, it is necessary to highlight individual components, the requirements for possession of which can be described more accurately, and, accordingly, can be measured and monitored. These components include:
Etiquette formulas of greeting, farewell, address, gratitude.
➢ Expression of a polite request, wish, interest, concern.
➢ Congratulations, expressions of condolences, expressions of gratitude.
➢ Expression of regret, use of softening language.
➢ Expression of dissatisfaction, impatience, complaints.
➢ Understanding of the most frequently used set expressions.
➢ Understanding of differences in different languages (Russian and Uzbek).

The formation of sociolinguistic competencies is inextricably linked with the main goals of education: practical, developmental and educational. And the educational task is most significant, since the formation of a sense of patriotism and a sense of internationalism in a modern young person depends on the solution of this task. Studying the Russian language, we form a culture of peace in the mind of a person.

This requires the use of modern forms and methods of working with speech material, namely:
➢ Role-playing games;
➢ Comparative method;
➢ Discussions;
➢ Technology of critical thinking;
➢ Project activities;
➢ Learning in collaboration and gaming technology;
➢ The technology of developmental education develops interest in foreign language communication, expands its subject content.
➢ Information and communication technologies

It follows from this that, in order to use the language of a particular linguistic community to the full, it is important to master the sociolinguistic rules of speech communication that characterize this society, that is, to fully comprehend the impact of social factors on the speech behavior of participants in communication. Mastering the native language, as a rule, involves the acquisition of various kinds of knowledge unconsciously, which favors the use of the native language properly. Such knowledge can be called the sociolinguistic competence of the communicant.

Therefore, for effective verbal communication, it is necessary to learn to understand the "alien" mentality; get acquainted with nationally-labeled forms of communication, speech and behavioral cliches; to develop skills and abilities to correlate linguistic means with specific situations and norms of speech behavior that native speakers adhere to. Mastering the skills of productive speech communication will require a lot of effort and varied knowledge.

A variety of role-playing communicative games can optimize the process of forming sociolinguistic competence, since they are most consistent with the creation and deployment of situations of verbal communication.

The teacher should also scrupulously approach the selection of speech and linguistic material: draw the attention of schoolchildren to examples of the use of non-equivalent vocabulary, analyze cases of the use of lexico-phraseological collocation, focus on various sociolinguistic aspects associated with a different culture, customs, traditions, etc.

RESULTS AND DISCUSSIONS

Thus, it seems logically and methodologically expedient, already at the early stages of teaching the Russian language at school, to give students of foreign language groups a certain guideline in choosing the most appropriate formulas of speech etiquette necessary when communicating with Uzbek partners.

In Uzbekistan, the following generally accepted forms are used to attract attention when addressing a stranger: Kechirasiz ... Iltimos! - I'm sorry!

The use of the interjection - Hey!, which has a more stylistically reduced coloration, also serves as a signal to attract attention. It is useful for schoolchildren to know that when using this kind of speech formula, it is necessary to be especially careful and not unnecessarily abuse it, since it gives the communication a touch of disdain. Social and socio-historical factors influence the evolution of speech formulas.

Language, as already noted, is constantly developing, new forms of linguistic expression appear. All this has a direct connection with changes in culture and mentality.

In a communicative situation "greeting" the following stylistically neutral formulas of the Uzbek language are widely used: Assalom alaykum! Yahshi qoling! Highly Tun! In Russian: Hello! Goodbye! Good evening!

However, the specificity of the use of the speech formula of Yakhshi qoling! today it has undergone changes and received a very categorical sound. This is not a form of greeting. Yahshi qoling! used only when parting, and it sounds harsh and even rude. This phrase can be translated into Russian as follows: the conversation is over, goodbye! [1]. Therefore, the use of this speech formula can significantly reduce the degree of success of the communication process.

Ignorance of Yahshimisiz's greeting? - Are you okay? often leads to students translating the expression literally. Accordingly, an incorrect answer can cause bewilderment to other interlocutors and cause communication failure. The teacher should explain that this remark is a greeting formula and is used in the most formal course of the first acquaintance in communication. It should also be noted that this welcome formula has not been widely used in recent years.

In colloquial and everyday Uzbek speech, as a rule, after the replies of greetings, a very common question is used: Yakhshimisiz? Qalais? - Are you all right (good)? How are you? Replies are characterized by maximum brevity. For the Uzbek mentality (in contrast to the Russian), due to the national and cultural specifics of their verbal communication, lengthy discussions about their personal affairs, state of health, and problems are acceptable. The most frequent are the following positive remarks-answers: Rakhmat. Uydagilar yakhshim? Tuzikmisiz? - Thank you. Is everything all right at home? Are you fine?

It should also be noted that in the Uzbek language, an expression of gratitude is used at the end of a response. The response remark can be a counter informing and have an intonation stress on the word siz (you): Yakhshimisiz? - Are you okay (good)?

As experience shows, the majority of students in general education schools have not developed rhythmic and intonation skills. At the same time, despite the large shortage of study time, the teacher should pay attention to the formation of these skills. The need to work in this direction is explained by the fact that intonation and stress in the Uzbek language are of great importance, since they give words and grammatical structures a certain meaning. The same phrase, but said with a different intonation, can be regarded as a question, request, order or statement. So, for example, one should greet an unfamiliar person in the evening with the phrase Yakhshimisiz ?! - Are you all right (okay) ?! and say it with falling intonation. The correct use of the melodies of the Uzbek speech and phrasal stress is also one of the indicators of the formation of sociolinguistic competence.

As a result, teaching a non-native (Russian) language must be considered taking into account the sociolinguistic aspect of communication.

CONCLUSION

Thus, learning a language, both native and non-native, is a personal need, which manifests

itself in social interaction, communication. The success of communication depends not only on the desire of the speaker to make contact, but also on the ability to implement speech intention, which depends on the degree of proficiency in language units and the ability to use them in specific communication situations. These conditions of language proficiency constitute the essence of sociolinguistic competence, which was put forward among the central categories of communicative linguistics and linguodidactics.

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