

SOCIOLINGUISTIC APPROACHES IN FOREIGN LANGUAGE TEACHING

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Abstract


The main purpose of this article is to reveal and study the importance of sociolinguistic competence in improving the professional skills of foreign language teachers. Modern pedagogy requires teachers to form new skills. This article aims to reveal the role and importance of general competence and sociolinguistic competence in the professional skills of foreign language teachers.

Keywords: Didactics, educational theory, education, activity, principle, approach, professional, methodological.

Introduction

The principles of learning are also important in determining the content, forms, methods and organization of education. Teaching 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 specific characteristics of the subject. In the didactics of vocational education, the principles of the professional educational process are the most important category. They are associated with the goals of education and upbringing and have a historical character; some of them lose their purpose, others are improved, new principles appear in the organization of foreign language teaching that reflect the modern requirements of society and science. Russian scientist B.A. Golub emphasizes in his research that “the principles of education are being improved depending on the historical characteristics of the development of society, the level of development of science and culture in it.” 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 contradictory opinions that contradict each other. The term “principle” comes from the Latin word principium - “basis”, “original”. Thus, the principle of learning is the main principle, the law by which the system of teaching a subject 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 their 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. In the theory of education, it is emphasized that the description of the principles is the key to creating a highly effective learning process in any type of educational institution and in any subject.





In most cases, methodologists try to establish a certain hierarchy of the basic principles of teaching foreign languages. At the same time, they rightly proceed from the fact that, on the one hand, “foreign language” as a subject is one of the disciplines in the education system. Therefore, it is generally accepted to divide all the principles of teaching foreign languages into general didactic and methodological. Results and their discussion (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 allow modeling the most important aspects of the teacher’s activity and help them more successfully master professionally important skills that ensure the fulfillment of basic tasks. Among these principles, the following are highlighted: The principle of mindfulness in professional development: The need to use the principle of mindfulness in teaching foreign languages has been studied by domestic and foreign researchers. In particular, researcher A.N. As Poddyakov noted, “the problem of the principle of consciousness of teaching should be considered, first of all, as the problem of what meaning the knowledge acquired by him has for a person. In order for learning to be carried out consciously, it must have a “vital meaning” for the student” . Each stage of professionally oriented training of future foreign language teachers 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 didactics, sociolinguistic actions and professional language skills, which come to the fore as a specific professional-sociolinguistic activity in the mastery of a foreign language, 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 implies knowledge of the functional purpose of all aspects of the culture of learning a foreign language by undergraduate students - future teachers of a foreign language. That is, each undergraduate student should understand what he personally can give not only practical knowledge of the language, 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 means of speech themselves, but the functions performed with the help of these means. The principle of professional and sociolinguistic situation. As is known, professional and sociolinguistic teaching of a foreign language is carried out on the basis of situations, which are a system of relationships. As it is said, “A situation is a universal form of the communication process, existing as a whole system of social status, role, activity and moral relations of the subjects of communication, reflected in their minds and arising on the basis of the interaction of situational positions”. This is a universal form of activity in the educational process, a method of organizing speech tools, a method of presenting them, a method of stimulating speech activity, which serves as the main condition for the formation of skills and the development of speech skills. A prerequisite for teaching communication strategies and tactics.

Reliance on this principle involves teaching a foreign language as a pedagogical specialty based on modeling didactic conditions. sociolinguistic activity in practical classes of a foreign language. The main criterion for choosing professional sociolinguistic situations - typical situations of a foreign language lesson - should reflect in their 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 creative use of a foreign language in situations of professional-pedagogical communication. Oral communication is a two-way process, the interaction of the speaker and the listener, the component of which is the factor of interest. Communication is possible when the participants satisfy their sociolinguistic and cognitive needs. However, difficulties arise 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, in which a different set of speech functions and their various combinations are possible. More frequent repetition of speech functions leads to more frequent 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, to 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 foreign language teachers, which is also closely related to the future specialty.

The professional culture of a foreign language teacher, in our opinion, consists of the formation of the following components:

- a system of knowledge and interests that determine the horizons of the personality of a foreign language teacher;
 - a system of beliefs that form the level of worldview;
 - a system of skills and qualifications developed on their basis, manifested in the practical professional activity of the teacher;
 - a system of individual behavioral norms and mastered methods of activity;
- The principle of professionally oriented role-based organization of the foreign language teaching process.

Role-playing combines game, educational and speech activities. For a teacher, role-playing is the main form of organizing the educational process. Role-playing is a special type of pair or team activity of educational games, the goal of which is to develop speech skills in conditions close to real communication. One type of role-playing game is a business game. A business game is described as a pedagogical technique for modeling various management and production situations aimed at training individuals and groups to make decisions. Business games are used in teaching professionally oriented communication to create and solve problem situations in foreign language lessons. Pedagogical games are a means of recreating the thematic and social content of a foreign language teacher's future professional activity.

The principle of harmonizing academic and extracurricular activities of students in the development of professional and sociolinguistic competence. This principle involves the creation of conditions for ensuring educational and methodological relations between the cycles of classes in the main foreign language and the professionally significant extracurricular activities of undergraduates, as a result of which the professional and sociolinguistic competence of a foreign language teacher is formed. The principle of interdisciplinary relevance of linguistic and methodological training. In solving the issue of optimizing academic disciplines, much attention is currently paid to the didactic orientation to interdisciplinary



relations. The need for a didactic orientation to interdisciplinary relations in teaching a foreign language is especially acute. However, as is known, many scientists single out the specific 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 foundations of knowledge, and forming skills and competencies. The following principles can be called the main ones: developmental education, activity, visibility, strength, convenience, a differentiated approach, consciousness, etc. Methodological principles describe and concretize the specific 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 interrelated study of all types of speech activity, the principle of functionality, verbal progression, convergence, as well as a number of other principles. Formulated by the authors depending on the chosen educational approach. The work carried out by us within the framework of the research 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 does not mean that the methods we propose are in any way the didactic principles of the rules, which are the result of a review of the foundations of the theory of teaching foreign languages and teaching methods.

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