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METHODOLOGY FOR THE FORMATION OF SOCIOLINGUISTIC COMPETENCE

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ABSTRACT: The methodology for the formation of sociolinguistic competence as certainly considered one among the key ones in the structure of foreign language communicative competence is taken into consideration in details. The content materials of complicated of methodological equipment for the formation of sociolinguistic competence of foreign language teachers are highlighted in this article.

KEY WORDS: Sociolinguistic competence, intensive methodological equipment, a hard and fast of exercises, pedagogical mechanism, communicative skills, standards of content material selection, English language instructors.

The contemporary refreshed curriculum is the made of the mission aimed toward achieving lasting development of the widespread of English language teaching in Uzbekistan via way of means of enhancing the studying revel in of PRESETT (Pre-carrier instructor training) high school students and through putting clean go out requirements in language mentioned global requirements for ELT. This software claims that English instructors ought to expand their intercultural communicative competence, which incorporates a wide variety of subcompetencies, because the sought-after intention of teaching a foreign language [1]. In this article, we refer to the position of methodology in the formation of sociolinguistic competence of the English language teachers teaching English as a 2nd foreign language among university students. In current years, many philologists and methodologists including N.A Belenyuk, V.I. Belikov, N.J. Dagbaeva, S.R. Dortman, V.I. Zakharova, L.F. Zueva, L.P. Krisin, E.S. Nechaeva, D.F. Nurmukhamedova, M.F. Ovchinnikova, L.P. Pavlova, A.A. Tadjibaeva, F.B. Xubieva, F.I. Sharkov, A.D. Schweitzer, K.J. Riskulova, U. Azizov investigated on some components of the formation of sociolinguistic competence of destiny English instructors. World studies at the improvement of sociolinguistic competence of the English language teachers has yielded quite a number of clinical results, which include the following: The effectiveness of the included formation of speech and linguistic capabilities of the English language teachers via developmental play through a facilitating language environment (the English language center); an anglocentric method to the look at of a overseas language has been evolved, inclusive of directing now no longer best the tradition of audio system of that language, however also the instructional reason of this lifestyle to a logical information of the world (Oxford University); the content material of competence formation has been progressed on the premise of a multicultural technique (Monterey Institute); evolved revolutionary Internet projects, web quests, blogs, e-portfolios, podcasts and different technology for the organization of education (Yale University); evolved a discourse-evaluation approach that includes language structure, facial expressions, painting, theater, cinema, advertising, painting, architecture, music, opera, ballet, etc. to offer in-intensity

expertise to destiny English instructors (The Mainz Johannes Gutenberg University); a cross-cultural technique has been evolved with inside the practice of education foreign language instructors, which combines the traits of different cultures, the capacity to interpret facts approximately them, the characteristics of the person (empathy, tolerance) (Sogang University); the University of Eastern Finland has advanced a content oriented "double qualification" software aimed at shaping the communicative competence of overseas language instructors; A gadget of education in a position instructors has been evolved (Moscow State Pedagogical University), which makes large use of a contextual approach that displays the layout of sports with axiological information, reflecting the aspects of expert and pedagogical activity. Research on enhancing the competence of destiny overseas language instructors of world is achieved in the following precedence areas: Improving the pedagogical mechanism of education in a position overseas language instructors according with the necessities of global CEFR standards; improvement of revolutionary technology for the improvement of sociolinguistic competence of foreign language instructors; designing the manner of organizing impartial studying inside the school room and outdoor the lecture room. The foregoing permits us to talk approximately the position of sociolinguistic competence as one of the most enormous in the procedure of forming intercultural communicative competence. The significance of this competence is emphasized within the file of the Council of Europe "Common European language competences: teaching, getting to know, assessment". According to this record, sociolinguistic competence is "the capacity to select and remodel linguistic forms, relying on the character and context of communication. It consists of the understanding and competencies important for the powerful use of language in a social context, considers linguistic markers of social relations, norms of politeness, expressions of folks wisdom, registers of verbal exchange, dialects and accents" [2]. Although, a number of researches have been carried out via way of means of students in diverse fields on the trouble of forming the sociolinguistic competence of destiny English teachers, the hassle of the formation of sociolinguistic competence of destiny English teachers thru impartial look at the procedure of coaching bachelors of the course of training "English language as a foreign language" has now no longer studied specially yet. In this regard, a complicated of methodological teaching aids merits attention, through which we imply a hard and fast of physical activities, conversation responsibilities and methodological hints for the improvement and alertness of the most powerful method in practice. We have evolved a hard and fast of sports which involves case studies, actual texts, function plays, a fixed of terms of the goal language and speech manner utilized in conditions of conversation with local audio system and in comparison between Uzbek and English tradition with a view to develop the capacity to use them in social interaction.

In the direction of teaching Sociolinguistics for senior direction students at university, the assimilation of the fabric and the difficulty of topics, proper texts are introduced, which are " actual made of the speech pastime of local audio system and now no longer adapted (now no longer adapted) for the desires of high school students, taking into consideration their degree of language proficiency" [3]. It is vital to word that texts carry out now no longer skillful cognitive, but additionally epistemic function, that's manifested in the mirrored image of the encompassing fact of individuals of a specific linguistic society, representing a shape of the lifestyles of social and historic enjoy and garage of knowledge.

The content material of the methodological equipment as a communicative-behavioral thing consists of speech moves and their sequence, sociocultural norms of conduct, customs, social conventions and rituals, the knowledge of which determines the verbal and non-verbal conduct of the contributors in conversation. We assume it's far logical to steadily shape the sociolinguistic competence of students, which will permit them to effectively put into effect their communicative intentions in herbal conditions of conversation in goal language. Let's remember in element the procedural thing of the set of methodological equipment, i.e. exercises that make a contribution to the formation of sociolinguistic competence, at every of the degrees we've got identified. The first level of the formation of sociolinguistic competence is aimed toward obtaining the subsequent knowledge:

- 1) The fundamental sociolinguistic situations of the communicative state of affairs (addressing, social roles and statuses of communicants, members of the family among them, area of verbal exchange and use of expression); 2) Models of conduct in communicative conditions of verbal exchange; 3) Non-verbal additives of the state of affairs of verbal exchange; 4) Formulas of speech etiquette and expressions of people wisdom. For learning sociolinguistic knowledge, we provide the subsequent exercises. The 2nd level is forwarded toward developing sociolinguistic competence of students1) To use linguistic markers of social relations, locations of house of interlocutors, their origin, ethnicity, occupation;
- 2) To apply speech formulation inside the communication, knowing a certain communicative intention, in accordance with the verbal exchange situation;
- 3) To analyze and pick out registers of verbal exchange with an orientation to the socio-cultural situations of

language use;

4) To apply linguistic indicators of differences among traditions, cost systems, beliefs, followed with the local way of life and with the use of the goal language. The very last degree of the complicated is the degree of the formation of the subsequent skills and readiness:

1) To recognize, choose the language paperwork in accordance with a selected situation;

2) To distinguish among stylistic versions of etiquette speech devices inside one thematic group;

3) To understand and interpret effectively the use of sociolinguistically and socioculturally phrases and expressions in the speech of local speakers;

4) To analyze the speech conduct and convey out self-correction a good way to keep away from possible verbal exchange screw ups in subsequent verbal exchange in a overseas language;

5) To conduct a sociolinguistic evaluation of actual substances to pick out socio-cultural statistics approximately the use of the goal language;

6) To recognize the linguistic traits of a character in phrases of social affiliation, area of house, origin, ethnicity and occupation.

Role-performing is the satisfactory for building sociolinguistic competence of students. Role playing is a kind of hobby in the route of which students get hold of social roles that allow them to grasp communicative skills inside the framework of social touch and in situations. The primary additives of function play are the situation, roles, subject matter and task. Role-playing additives recreate the realities of live conversation; adapt college students to specific situations of verbal interaction. Role-play is a manner of assimilating speech fashions of verbal exchange, function of the local audio system of the lifestyle of the goal language. It can't be denied that it's far position play that contributes to the formation of sociolinguistic competence, due to the fact that lets in you to study social norms of behavior, usual for local audio system of the goal language [4]. In phrases of growing sociolinguistic competences, case research are the most effective scholar-focused teaching strategy that can offer a wealthy foundation for growing college students' intercultural competences, critical thinking, hassle solving, verbal exchange and different existence abilities. The term 'case study' covers a huge variety of issues posed for evaluation that students are required to make selections approximately how they might reply to complicated situations concerning hard choices. Working on cases calls for college students to analyze and evaluate more than one resets of data, assist instructors to check university students' cappotential to synthesize, evaluate, and practice facts through forcing them to make hard selections approximately cultural dilemmas. Case research boom scholar skill ability with written and oral conversation, as properly as collaboration and team-work [5].

To conclude, above noted exercises targeted on growing sociolinguistic knowledge and talents with the assist of intensive methodological equipment practiced via way of means of university students permit them to correctly shape sociolinguistic competence as one of the additives of communicative competence as the goal language in the system of teaching foreign language.

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INGLIZ TILI O'QITISHDA INNOVATSION USULLAR

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Annotatsiya: ushbu maqolada ingliz tili darslarida yangi axborot texnologiyalaridan foydalanish muammosi ochib berilgan.

Kalit so'zlar: axborot texnologiyalari, o'qitish, ingliz tili, o'quv jarayoni.

Zamonamizning yangi tendentsiyalari bizni ularga maktab ta'limini modernizatsiya qilish bilan javob berishga majbur qiladi. Ushbu tendentsiyalar ta'limga yangi talablarni keltirib chiqaradi, uning asosiy maqsadi - yuksak axloqiy, mas'uliyatli, ijodiy, tashabbuskor, barkamol fuqaroni shakllantirish va rivojlantirishni ta'lim, ijtimoiy va pedagogik qo'llab-quvvatlashdir. Ta'lim jarayonining samaradorligi axborot-ta'lim muhiti - ta'lim muassasasining asosiy ta'lim dasturini amalga oshirish uchun shart-sharoitlarni ta'minlaydigan axborot-ta'lim resurslari va vositalari tizimi bilan ta'minlanishi kerak.

Chet tili o'qituvchisi bolalarga nutq faoliyati usullarini o'rgatadi, shuning uchun biz chet tillarini o'qitishning asosiy maqsadlaridan biri sifatida kommunikativ kompetentsiya haqida gapiramiz. O'quvchilarda nutqiy faoliyatning u yoki bu shaklida zaruriy ko'nikma va malakalarni, shuningdek, dastur va standartda belgilangan darajada til kompetensiyasini shakllantirish uchun har bir talaba faol og'zaki amaliyotni o'tkazish zarur. Til muhitidan tashqarida kommunikativ kompetentsiyani shakllantirish uchun darsni kommunikativ vazifalarni hal qilishga imkon beradigan shartli kommunikativ yoki kommunikativ mashqlar bilan to'ldirish etarli emas.

Ta'limning zamonaviy innovatsion shakllari yuqori kommunikativ qobiliyat va o'quvchilarning o'quv faoliyatiga faol jalb etilishi, nutq va tinglash bilim, ko'nikma va qobiliyatlari salohiyatini faollashtirish, maktab o'quvchilarining kommunikativ kompetensiyasini samarali rivojlantirish bilan tavsiflanadi. Bu zamonaviy ijtimoiy sharoitlarga moslashishga yordam beradi, chunki jamiyat zamonaviy dunyoga tezda yo'naltirilgan, mustaqil va faol, o'z faoliyatida muvaffaqiyatga erishadigan odamlarga muhtoj. Ijodkorlik har qanday innovatsion faoliyatning asosini tashkil etadi. Ijodiy faoliyat shaxsning hissiy va intellektual sohalarini rivojlantirishni o'z ichiga oladi. Bu zamonaviy ta'lim jarayonining asosiy vazifalaridan biridir. Maktabdagi ta'lim faoliyati ushbu muammoni hal qilishni ta'minlaydigan aniq texnologiyalardan foydalanishni talab qiladi. Ushbu texnologiyalar ta'limning innovatsion shakllarini o'z ichiga oladi: rolli o'yin, loyiha usuli, dramatzatsiya, AKT, Skype texnologiyalari. Asosiy vazifa talabalarning faol kognitiv faoliyatini rag'batlantirish usullarini tanlash, innovatsion faoliyatning har bir ishtirokchisining ijodiy salohiyatini ro'yobga chiqarishdir. O'qituvchining maqsadi - ta'limning innovatsion shakllari imkoniyatlarini aniqlash, ta'lim samaradorligini oshirish, chet tili darslarida o'quvchilarning ijodiy qobiliyatlarini rivojlantirish.

Innovatsion faoliyat maktab o'quvchilarining kommunikativ kompetensiyasini rivojlantirishning eng qulay va samarali shakllaridan biri bo'lib, u shaxsning ijtimoiylashuvi, uning mustaqilligi, ijodkorligi va faolligini rivojlantirish uchun sharoit yaratadi. Muhim komponent - bu talaba o'z muvaffaqiyatini, intellektual hayotiyiligini his qiladigan qulay psixologik sharoitlarni yaratishdir.

Loyiha texnologiyasi - bu turli xil loyihalarni amalga oshirish bilan bog'liq bo'lgan maktab o'quvchilarining qiziqishini uyg'otadigan va o'rganishga bo'lgan ishtiyoqni rivojlantiradigan texnologiya. Ushbu texnologiyadan foydalanish sinfda barcha mumkin bo'lgan ish shakllarini ta'minlashga imkon beradi: individual, guruh, jamoa, bu bolalarning mustaqilligi va ijodkorligini rag'batlantiradi.

Loyiha topshiriqlarini amalga oshirish talabalarga chet tilini o'rganishning amaliy afzalliklarini ko'rish imkonini beradi, bu esa ushbu fanni o'rganishga qiziqish va motivatsiyani oshiradi. O'quvchilarning darsda va darsdan tashqaridagi faolligi sezilarli darajada faollashadi. Hatto zaif o'quvchilar ham ijodiy topshiriqlarni bajarishda tilga qiziqish bildiradilar. Loyiha topshiriqlarini bajarib, talabalar chet tilidagi bilimlarini amalda