

CHALLENGES OF TEACHING SOCIOLINGUISTIC COMPETENCE

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Annotation: The scope of this study is to explain sociolinguistics its main features and importance during teaching progress. Modern language acquisition requires not only learning foreign language but also put it into practice in real life based on authentic contexts.

Sociolinguistics is a branch of linguistics that specifically examines the use of language in society. Initially sociolinguistics was called the sociology of language (sociology of language) or language in society. According to Trudgill (1974), "Sociolinguistics is that part of linguistic which is concerned with language as social and cultural phenomenon." Sociolinguistic competence is a part of communicative competence which helps language learners to communicate appropriately in different situations. [1] Therefore, it is important to note that teaching foreign languages in a broader sense will involve teaching successful communication through the use of correct registers or appropriate varieties. So in short, sociolinguistics can be defined as a science that investigates the purpose and function of language in society. In this case trying to explain how language differs from one context to another and how people in one context communicate with people in other contexts (eg, non-native speakers; native-non-native speakers, and so on).) Scientists working in the field of sociolinguistics also conduct research on how language is used in diverse social contexts and the suitability of language used in certain contexts, this is taking into account factors such as etiquette, interpersonal relations, and regional dialects. In this review-based article, the author extends the sociolinguistic definition and the relationship between sociolinguistics and foreign language education which will be explored in depth in 4 focus, namely what is sociolinguistic, what are its main components, in what ways sociolinguistics contributes to foreign language education and what is the relationship between sociolinguistics and teaching English as a foreign language. Sociolinguistics knowledge is not enough without competence. Ziyayeva Sevara Anvarovna described this sociolinguistic competence (SC) such as: communicative competence is knowledge, skill, skill of functioning speech process in native or foreign language according to aim and context of communication. Communicative competence is a set of competencies designed to ensure effective communication in a given context.[4] As a part of communicative competence it requires knowing foreign language deeply during communication. . Manukhina created two ways of developing SC:

1. Organizational or preparation process for communication;
2. Practice of communication.

The researcher stated that speech etiquette has great role and they must be taught for

learners. Manukhina gave three types of exercises for improving S.C:

1. Revision and usage speech etiquette units belonging to certain specific group of people.
2. Correction and consolidation of popular speech etiquette, speech units, and also mastering new speech units with certain thematic group
3. Consolidation and revision speech etiquette which belonging to thematic group.[3]

Based on given materials we can conclude that sociolinguistic competence is inseparable part of learning process which help learners to communicate effectively, impressive without any misunderstandings.

Reference:

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