



Sociolinguistics in English Teaching and Ways of Developing Sociolinguistics Competences

**Khakimova Dilshoda Oybek
qizi**

dilshodaa.khakimova@mail.ru

Faculty of English philology and teaching, Uzbekistan State World
Languages University, Tashkent, Uzbekistan

**Yusupova Sevinch Shuxrat
qizi**

yusupovasevinch15@gmail.com

Faculty of English philology and teaching, Uzbekistan State World
Languages University, Tashkent, Uzbekistan

ABSTRACT

The article below presents information about sociolinguistics, its role in English teaching, and the most effective ways to enhance sociolinguistics competences. Results of worldwide researches are also provided.

Keywords:

Anthropology, social classes, culture, ELT, bilingualism.

I. Introduction

Sociolinguistics is the study that describes the influence of any or all aspects of community life, including cultural norms, assumptions, and context, on language and the ways in which it is used. It can overlap with the sociology of language, which focuses on the impact of language on society. Sociolinguistics is very compatible with pragmatics and closely related to linguistic anthropology. The historical interaction of sociolinguistics with anthropology can be traced to the study of how language varieties differ between groups separated by social variables (e.g., ethnicity, religion, status, gender, education level, age, etc.) and/or geographic barriers. (mountain range, desert, river, etc.). Such studies also examine how such differences in use and differences in beliefs about use produce and reflect social or socioeconomic class. Because language use varies from place to place, language use also varies among social classes, and it is precisely these sociolects that sociolinguistics studies. Sociolinguistics can be studied in a variety of ways, such as interviews

with native speakers of the language, matching tests, and other observations or studies involving dialects and speech[1].

II. Methods

The term sociolinguistics means many things to many people, and of course no one has a patent on its definition. Indeed, not everyone whose work is called sociolinguistic is willing to accept the label, and those who use the term encompass and emphasize different things. Nevertheless, three main directions can be distinguished, which can be defined: social and linguistic; social realist linguistics; socially constituted linguistics. Let me describe each of these in relation to linguistic theory. The most important part of sociolinguistics in language teaching is to give students the right guidelines for speaking and writing, as well as to increase their sociolinguistic awareness or understanding of socio-cultural changes between languages. It is concerned with the study of the relationship between language and society in order to better understand language structure and how languages function in

communication [2]. Therefore, the desired outcome of foreign language teaching should be the formation of sociolinguistic competence in future English language teachers, which includes several sub-competencies. The relationship of language is important in various fields such as linguistics, social psychology and sociology. Researchers from various disciplines have focused on these areas, and their definitions of linguistic attitudes therefore reflect their perspectives. Many academics have identified two theoretical approaches to the study of linguistic relationships. The first theory is the behavioral perspective, which should be studied based on how people react to certain languages or how they are used in real encounters. Behaviorists believe that behavior is a social phenomenon that can be observed and measured. The second theory is the mentalistic theory, attitudes are a kind of internal, mental state that can lead to certain types of behavior. Both theories argue that socialization over time shapes attitudes [3].

Moreover, according to Amin, language relations in multilingual societies are an interesting issue to study from a sociolinguistic point of view. In addition, Bayyurt points out that there are positive and negative attitudes towards different ways of using language in society and gives some examples. A person with a positive attitude is enthusiastic about using the language that is common in the society in which he lives. On the contrary, a negative attitude is the lack or lack of enthusiasm on the part of speakers to use their mother tongue. People's attitude towards their mother tongue and other languages in general affects their speech and behavior. A broad attitude towards things, people, institutions, events, abstract concepts such as language is called linguistic attitude [4]. From my point of view, the neutral attitude towards the language should also be mentioned and taken into account. Because sometimes people's attitude towards language is not necessarily positive or negative, they can be neutral. In general, the idea of culture means the way of life, artistic creativity, language, religion, and traditions of society. Therefore, when we use the term "culture", it is very important to remember that

the processes of social interaction with a cultural character are the result of socially produced processes. However, sociolinguists have a more dynamic perspective: culture is constantly re-constructed based on information and experiences gained through interaction in different situations. There are two opposing views on the interaction of language and culture: it can be argued that language and culture are inseparable entities, and therefore language is strongly connected with culture, that is, language and culture are interrelated. In contrast, language can be seen as a means of communication that can be used anywhere in the world and in any situation: language and culture are seen as separate phenomena, which means that language and culture can exist separately [5].

III. Results

When it comes to learning a foreign language, the idea of culture is important because it allows students to reconstruct what they have learned in their mother tongue based on new ideas and experiences. Students use their past cultural knowledge to prepare for a foreign language class and try to understand new cultural concepts by comparing and contrasting them with previous ones. It is beneficial to develop students' understanding of the second/foreign language culture in order to more effectively understand the target foreign language. Due to the multidisciplinary nature of culture, English language teaching (ELT) can consider various aspects within it, including artistic discourses, social norms and reflexive influences. ELT has a wide range of cultural perspectives that can be used to improve classroom dynamics. The importance of culture in ELT cannot be overstated because it creates the difference between illiterate speakers who are alienated and speakers who understand the meanings of words and the context in which they are used. Some studies argue that teaching a foreign language culture in the classroom is useless because children will never use it, while others argue that multilingualism and diversity mean that students need to understand and master the topics they have recently learned. they argue

that they are skills. Due to current internationalization trends in higher education and language of instruction legislation, universities are forced to organize their foreign language offerings. To address these trends and the new demands of students for a strong education in an increasingly interconnected world, universities are often developing language policies, redesigning foreign language programs, and introducing bilingualism within graduate and undergraduate programs. or try to develop multilingual strategies.

IV. Discussion

Case studies are the most effective student-centered teaching strategies when it comes to developing the sociolinguistic competencies of future English language teachers. They can serve as a rich foundation for developing students' intercultural and sociolinguistic competencies, critical thinking, problem solving, communication and other life skills. The word "case study" refers to a wide range of issues that are presented for consideration and students must decide how to approach challenging scenarios. By placing them in a position where they must consider complex versions of cultural issues, the cases help teachers measure their students' ability to synthesize, evaluate, and apply knowledge. Case studies help students become more proficient in oral and written communication, as well as teamwork and collaboration. The research method was used to conduct a Case Studies study that combines descriptive and explanatory elements regarding the development of sociolinguistic competence of future English teachers in self-study. It is very important for the teacher to let the students understand that there is a problem and they need to solve it, which requires a problem situation [6]

V. Conclusion

By studying how language is used in different social contexts, students can learn to recognize subtle differences in meaning and tone that result from variations in dialect, accent, and register. This will help them become more effective communicators in a

wide range of settings, from formal academic writing to informal conversations with friends. Incorporating sociolinguistics into English language teaching is that it can help students develop a greater understanding of language diversity. By studying the rich variety of English dialects and accents that exist around the world, students can learn to appreciate the unique cultural and historical contexts that shape language use. It helps to create an inclusive and tolerant attitude towards linguistic diversity, which is an important value in today's globalized world. For example, teachers can organize discussions or debates on controversial sociolinguistic topics (such as language standardization or language policy), allowing students to explore different perspectives and develop critical thinking skills. They may also ask students to participate in language exchange programs or language immersion experiences, which expose them to different dialects and accents and help them develop a more global perspective on language use. Teachers can incorporate sociolinguistic awareness into assessment practices. For example, they can ask students to analyze how they use language in their writing or presentations to see how they have adapted their language to suit different social contexts or audiences. They can also provide feedback on students' pronunciation or grammar, highlighting how these elements can influence the social meaning of language use. In conclusion, sociolinguistics is an important field of study that helps students gain a deeper understanding of English and its use in different social contexts. By incorporating sociolinguistic topics and activities into classroom practice, teachers can help students develop the sociolinguistic competencies needed to communicate effectively in today's diverse and globalized world

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