Sociolinguistic Competences of Students and Psychological and Pedagogical Aspects of Their Development

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ABSTRACT

The article reveals the importance of the formation of sociolinguistic competencies of future teachers in the process of socialization and professional adaptation. Structural elements of sociolinguistic competencies are also analyzed from pedagogical and linguistic points of view.

| Keywords: | Student, teacher, competence, sociolinguistic competence, linguistics, speech, pedagogical education, socialization, professional adaptation. |

Introduction. The analysis of views and studies of competence and pedagogical competencies shows that the problem of the formation of sociolinguistic competencies among future teachers is relevant and important.

The process of forming communicative competencies of future teachers involves not only the development of grammatical literacy and vocabulary among students, but also the choice of the right communication option under the influence of social, situational and psychological factors.

Literature view. Pedagogical communicative competence of students is formed not only in pedagogical education, but also in the process of socialization. That is, the formation of communicative competencies, especially sociolinguistic competencies, is facilitated when students feel like members of this social environment in exactly the same organized or different life pedagogical situations.

The effectiveness of the process of forming sociolinguistic competence is closely related to the following professions:

• correct and effective socialization process;

• the same social context in which the communication process takes place;

• interdependence, common interests or needs of the participants in the dialogue;

• the speaker has not only mastered lexical and grammatical units, but also knows how to use them appropriately and correctly.

Research methodology. The system of using language tools , depending on the social context , includes:

1. Compliance with the rules of speech culture. For example, to address the interlocutor in the form of "You" or "You", i.e. to choose the correct form of address.

2. Compliance with the rules of communication with an interlocutor of equal or different social status. For example, choosing the right norms and forms of communication, such as communication with colleagues, pedagogical and student communication, pedagogical and parental communication.

3. Compliance with the rules of communication with peers or people of different ages.

4. Using different forms and methods of communication. For example, order, criticize, emphasize, promise, and so on.

Many of these rules are not mentioned in any source, but mastering these rules is necessary for the participants of the communication process for effective cooperation.

Analysis and results. Based on the purpose of our research, we study pedagogical activity as a pedagogical competence, which provides for the choice of forms and methods of communication, the correct and effective use of lexical units, based on the requirements of the social environment in the organization of educational activities.

In the dictionary of linguistic terms, "sociolinguistics" (Latin soci (etas) — society + linguistics) is interpreted as a branch of linguistics that studies the social life of language and the conditions of social development. The term is derived from the synthesis of sociology and linguistics.

The field of sociolinguistics, which studies the relationship between language and the social environment as a social phenomenon, covers the role of the social environment in the formation of language norms, changes in oral and written speech based on media reports and social networks, the choice of speech styles based on the socio-spiritual environment.

Sociolinguistic competence is part of the communicative competencies of a teacher and is important in the organization of pedagogical communication, language learning and assimilation of the norms of the native language, effective organization of the communication process based on these norms.

Scientific sources claim that sociolinguistic competence includes sociocultural competence. At the same time, in the process of speaking, it means knowing the national characteristics of speech, i.e. traditions, values, various rituals and other similar spiritual, national and cultural characteristics of the country in which you live,

and comparing them with the characteristics of your other nation. That is, to be able to choose a discourse in an appropriate communicative situation; understand the essence of the problem under discussion in the process of communication, be able to choose the appropriate language forms in the explanation and appropriately use them in the context of communicative situations on a speech topic, change, establish appropriate communication with representatives of different fields.

Sociolinguistic competence was studied from two points of view.

Firstly, sociolinguistic competence as a component of communicative competence (along with linguistic and pragmatic competencies). In these views, sociolinguistic competence is described as a system of knowledge, skills and competencies in the use of lexical units, processing, depending on the situation in which the communication process takes place, communicative tasks, communication goals, places and functions of communication participants in society.

According to the second point of view, sociolinguistic competence is interpreted as a component of sociocultural competence, which is part of communicative competence. In research in this area, sociolinguistic competence is focused on the speech specifics of people of different ages, gender, and stratum.

In general, it can be concluded that sociolinguistic competence is an integral element of communicative competence, that is, sociolinguistic competence is the ability of a person to adequately organize his speech activity on the basis of sociolinguistic norms and requirements of a particular national linguistic and cultural community, defining it as a subcompetition, they explain this idea as follows: "Sociolinguistic competence is associated with the assimilation of sociocultural rules of language and discourse. This type of competence requires knowledge of the social context in which communication takes place, the location of each participant in the conversation, the content and interaction of the information they share. It is in this context that one can judge the accuracy, relevance and appropriateness of individual

judgments."Sociolinguistic competencies mean that language tools are adequate for students in the community in which they are used.The main purpose of the competence formation process is the formation of knowledge, skills and abilities to correctly use the national and cultural characteristics of a particular language.

In many studies, sociolinguistic competencies are used in combination with speech competencies. Although some use these two terms as synonyms, some researchers note that there is a difference between them. In this context, we will also focus on speech competencies.

In the 2001 monograph of the European Union, verbal competence is described as the ability to master lexical units, as well as formal rules that serve to express ideas. Speech competencies are expressed as consisting of the following components: 1) lexical component; 2) grammatical component; 3) semantic component; 4) phonological component; 5) spelling component; 6) orthoepic component.

The above-mentioned components of verbal competence will be discussed in more detail.

The lexical component includes:
phraseological units:
Phraseological idioms:
• * Speech stamps with certain functional features;
• Proverbs;
• Outdated stable combinations;
• Winged expressions;
• Meaningful constructions;
• Phrases;
• Regularly used combinations.

The grammatical component includes articles, demonstrative pronouns, personal pronouns, prepositions, auxiliary verbs, conjunctions, and so on. The European Union, as a grammatical competence, provides for a good command of these grammatical components and their correct use in speech.

Semantic competencies include the ability to know different meanings of words and use them. That is, mastering the lexical, grammatical and pragmatic semantics of words.

Conclusion / Recommendations. The analysis of studies of sociolinguistic and verbal competencies shows that these competencies were studied mainly as competencies acquired in the process of learning foreign languages.

Linguistic competence is defined as the expression of speech experience, knowledge of the basics of language, assimilation and application of language units and categories.

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