



**SUGGESTIONS FOR IMPROVING THE SOCIOLINGUISTIC
COMPETENCE OF STUDENTS BASED ON HISTORICAL AND LITERARY TEXTS**

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Abstract: The article provides methodological recommendations that are used in the formation of sociolinguistic competence in secondary school students by including the individual in various types of human value activities: training, communication, professional choice, personal development, value orientations in life.

Key words and phrases: sociolinguistic competence, personality, aesthetically rich worldview, spirituality, thinking, educational policy.

In modern society, there is a need to prepare a highly qualified, competitively capable person with knowledge that helps to think independently, innovatively, critically and creatively, form beliefs and defend them, confidently enter into socially significant relationships, achieving great results with minimal time and money, a person capable of self-improvement, adaptation in a rapidly changing world.

The most important point in the reform of the system of continuing education in the Republic of Uzbekistan today is the humanization and humanitarization of education, i.e., the disclosure of the abilities of the student and the satisfaction of his various intellectual needs, ensuring the priority of national and universal values, the harmonization of relations between the individual, society and the environment, the formation of students' aesthetically rich worldview, high spirituality and creative thinking.

The idea of educating a perfect personality has always been a cherished dream of the Uzbek people, an organic part of their spirituality. Having absorbed the philosophy of Islam, it expanded its content and essence. High ideas about such a person are reflected in the works of great thinkers Abu Nasr Farabi, Alisher Navoi, enlighteners of the XIX–XX centuries Zavka, Mukimi, Furkat, Hamza, who lived and worked on the land of Uzbekistan. Their works summarize humanistic aspirations aimed at educating a person, a patriot, and glorify the cult of mother and woman in the East.

The main task of modern educational policy is to increase the education of the younger generations, the formation of a new type of intelligence, a different image and way of thinking adapted to the rapidly changing realities of the surrounding world - social, economic, technological, informational, and in general to the challenges of the XX.

The modern concept of continuing education is based on systematic development based on national and cultural traditions and determines the tendency to simultaneously study not only the native language and culture, but also the similar process of studying a non-native (Russian) language and culture interconnected with them. It is this kind of "community" that forms a full-fledged art of communication, which has acquired global significance these days - on this basis, relationships, mutual understanding and interaction are maintained, both by individuals and entire peoples and states.

The main purpose of the methodological recommendations is the formation of sociolinguistic competence among secondary school students by including the individual in various types of value-based human activity: training, communication, professional choice, personal development, value-based life orientations. The assimilation and introduction of their content by

school teachers allows students to acquire the necessary amount of knowledge, a system of necessary skills and abilities, activates the process of forming sociolinguistic competence.

At the present stage, the Republic of Uzbekistan is undergoing major changes in the goals and content of education at all levels of education. Competence-based learning comes to the fore, from the position of which the main result of teaching students is the formation of students' communicative competence, which also includes sociolinguistic competence (Zimnaya I.A., Khutorsky A.V., etc.).

The main goal of teaching Russian is practical literacy, speech and language competence of students. M.M. Bakhtin writes: "Where there is no text, there is no object for the study of thinking." "The text (written and oral) is almost unique, inimitable and the only form of self-declaration, the discovery of oneself outside by a "thinking substance".[4]

Currently, it is generally accepted that text material is not a source of ready-made knowledge that needs to be remembered, but is a source of cognitive tasks and problems, without solving which it is impossible to successfully teach grammar and speech constructions of the modern Russian language to students of secondary schools.

The development of sociolinguistic competence, in our opinion, should be formed absolutely in all subjects of the school course. Since in the learning process, students are given a large amount of textual information, and high demands are placed on the speech of students. The problem of working on the understanding of textual material (text) is interdisciplinary, as teachers, psychologists, philosophers, historians, linguists and scientists of other specialties are engaged in this. In many studies, complex and multifaceted processes of perception and understanding of textual material are considered, special attention is paid to their close relationship. The perception of the text by students of secondary schools is characterized as "... a component of thinking and consists in identifying and resolving hidden (unexpressed) issues in problematic situations based on the use of existing knowledge and the use of special techniques."[3]

It should be especially noted that the text today is considered as a unit of language and speech. As a unit of language, the text is constructed by various grammatical constructions (determinative, temporal, spatial and causal), ensuring its indivisibility, integrity and coherence. The necessary typology of the text (description, narration and reasoning) is based on linguistic (grammatical) models. Text material is the basis of speech activity. In our study, we rely on a sociolinguistic learning model, which provides for teaching language levels (definitional, temporal, spatial and causal constructions) on a textual basis, since all units of the language fully function in the text. Also, we rely on the fact that the text is the basis for productive, creative activity of students of secondary schools. Students construct texts according to linguistic types of speech (description, narration and reasoning) using a variety of language tools (definitional, temporal, spatial and causal constructions).

Each type of speech has its own language features. So in the texts, narratives are mostly alternating actions or states. The connection in such sentences should be chain, implemented with the help of conjunctions, pronouns, synonymous substitutions, adverbs, etc.

Description texts are a list of signs of objects, phenomena, persons with the presence of the same type of predicate verbs.

But the most difficult problem of teaching Russian in high school (grades 9-11) It is the teaching of text-reasoning, since this requires creative efforts from both students and teachers. Working with the reasoning text requires students not only to be able to work with language constructions, but also to find the necessary information in the text, formulate a system of evidence for it and explain their judgment.

So, teaching language theory is the basis for the formation of oral and written speech of secondary school students, and working with text material motivates them to further study the grammatical system of the language.

When forming sociolinguistic competence based on local history texts of a historical and literary nature, the teacher needs to pay attention to the fact that the student, when working on a text

in a non-native (Russian) language being studied, mainly uses his "native" (Uzbek) linguoculture, the content of which does not coincide in many respects with the content that exists in within the framework of another non-native (Russian) tradition and linguoculture.

The formation of students' sociolinguistic competence is associated with a large time spent on performing exercises, although 1 / 5th of the time of the entire academic load is allocated to work with the text. And as a result, students find it difficult or are unable to express their thoughts in text form, students have poor command of language and speech resources to express definitional, temporal, spatial and causal relationships, as they present great difficulties associated with interference of their native (Uzbek) language. This factor complicates the formation of sociolinguistic competence of secondary school students.

It is known how important it is to ensure the effective formation of a person's sociolinguistic competence using a set of pedagogical tools at the general education stage of training. This is possible if the activity of the teacher is aimed at the formation of sociolinguistic competence and the content of training and education, educational technologies implemented for this purpose.

We believe that in the formation of sociolinguistic competence, work in small groups will be effective. This work requires an individual approach to each student: it is necessary to discuss the text, advise how best to edit it, how to use language constructs correctly. A class with 30-40 students complicates and excludes this possibility.

In our opinion, the selection of text material is also important, which must be approached seriously and carefully: the text should have an educational character, the material of which stimulates emotional and moral impact on students, which can ensure the usefulness of the educational process from the point of view of personal development; since the text in the Russian language lesson is used for educational purposes, then it must necessarily be sufficiently filled with the studied constructions of the language; reflect a problematic situation or a problematic issue and thereby contribute to the formation of sociolinguistic competence of secondary school students.

Another factor that is also of serious importance is taking into account the fundamentally new economic and political conditions in which the younger generation and youth are being formed today. These conditions are based on a comprehensive account of universal and national realities and values. Therefore, it is necessary to enrich Russian language classes with students of secondary schools through specially selected text material of local history texts of a historical and literary nature, which naturally arouse special interest among students, because these texts tell about the history and culture of their native land, thereby stimulating their cognitive, emotional, creative and speech activity.

Each ethnic group, the people of Central Asia has its own history. "Every nation," N.I. Konrad rightly emphasizes, "large or small in number, has its own individual history, always possessing its own original, unique features. It can even be said that the history of mankind manifests itself precisely in the history of individual peoples. But at the same time, how often the meaning of historical events that seem to belong only to the history of one people is fully revealed only through the common history of mankind." [7]

This is an objective regularity of the socio-historical development of mankind. The interrelation of national and international, universal is always manifested specifically through the creative individuality of the creators. And it is this factor that prompts the formulation of problematic questions, to which there are often no unambiguous answers.

Therefore, at this stage of the work, tasks are preferred that focus not only on the systematization of facts and phenomena, their explanation, proof, the ability to draw a conclusion and predict the further course of phenomena, but also on the complex expression of the range of feelings and emotions caused by the specific content of the text.

Such training leads to neoplasms in the student's personality, to that "supplement" in development that causes the internal growth of all spiritual forces and abilities, which is expressed, in particular, in the need for students to ask so-called problematic questions. And the teacher must necessarily support and deepen this need. After all, it is at school that future new great scientists,

thinkers, poets, the pride of the people and the state can be formed from them.[3]

It is known that the information that is relevant is well absorbed. Stimulating interest in new knowledge occurs through the "extraction" of what is already known, and clarifying the questions that have arisen. The questions that have arisen cause a need for new knowledge. Why do you need questions? The main functions of questions are: obtaining new information, clarifying existing information, translating a conversation to another topic, prompting an answer, demonstrating one's opinion, assessment, position; adjusting consciousness and emotions in a certain way.

This means that the question "triggers" cognitive activity aimed at solving some problem, removing some uncertainty. At the same time, the question helps to identify and formulate the problem. Thanks to questions, a person builds a bridge into the unknown. [1]

As our observations and experience show, the one who thinks is the one who knows how to ask questions. The ability to ask thoughtful questions should be taught, since most students usually ask elementary questions, the answers to which do not require a strain of memory and thought. Therefore, questions are needed in order to navigate the world around us. The one who knows how to ask them is better oriented than the one who does not know how.

For example, for home reading and comprehension to high school students, we can offer a text:

The City of Masters

The commander Alexander the Great visited Margilan for the first time when his troops were marching from Khojent to Uzgen. The local elders decided to treat him to fried chicken and bread during the solemn meeting. After tasting the treat, the commander asked what the name of this dish was. He was told: "Murginon", that is, chicken and bread. He liked the city very much. Returning back, Alexander stopped here and ate chicken and bread again. Many citizens wondered then why he called the city's wooden gates golden, and decided that, probably, they shone in the rays of sunset. The name "Murginon" given to the Macedonian city has taken root and has come down to our days with some changes.

Margilan silk... Since time immemorial, their fame has spread all over the world. The townspeople have long been engaged in the manufacture of silk fabrics, and this has won their city world fame.

In the distant past, Margilan amazed Arab, Persian, and Greek merchants with its silks of rare colors and beauty. Trade caravans transported them all over Central Asia, the countries of the East. Back in the tenth century, an Arab chronicler enthusiastically wrote: "For one silk curtain woven in Margilan, it is worth giving all the lands of Bukhara." Since then, the name of the city itself has changed a little. And the fame of silk masters has grown and strengthened.

The history of sericulture in Central Asia has about two thousand years. And it originated in China. Back at the turn of the II-I centuries BC, a trade road of world importance passed through Central Asia, which later received the name - the Great Silk Road.

Silk was one of the main goods exported by Chinese merchants to Western countries. And the first people who met caravans with Chinese fabrics were, of course, residents of the Fergana Valley - the country of Davan. Scientists believe that along with these caravans, most likely, secretly, the mulberry silkworm was brought to us.

One way or another, but one of the legends tells that the strictest ban on the export of silkworms, which threatened the death penalty, was violated by a Chinese princess married to a Central Asian ruler. In her magnificent hairstyle, she secretly took him out of the country. Since then, the legend says, Central Asia has become a competitor to China in the production of silk.

The fabric woven from silkworm threads has been called "khan-atlas" since time immemorial. And it is no coincidence: she is a real queen of silk, repeating all the colors of the heavenly rainbow. The secrets of the production of these fabrics, the common name of which is avrovy, have been brought to our days by folk masters from the depths of centuries.

Masters in their work are helped by observations of natural phenomena, changes in the life of society and in everyday life. In search of patterns, old usto say, on frosty days they watered the

slightly sloping surface of the earth with water. The water flowing down it freezes, forming bizarre patterns. The play of light and color on the edges of precious stones is also an important source of inspiration.

Our modern era has given birth to its wonderful drawings, with which the current Margilan masters decorate their silk fabrics today.

Z.Akhmedova (from the newspaper "Ferghana Pravda")

The result of the work was to be the compilation of questions for subsequent "voicing" them in the classroom at the lesson, generalizing repetition for collective discussion and formulation of final conclusions.

Tasks:

1. Read the text using the INSERT notes. Transmit its contents.

2. Answer the questions.

1. Can Margilan be considered an ancient city? Why?

2. Why did Margilan get its name?

3. Why is Margilan called the city of masters? Explain your answer.

4. For what reason is the fabric woven from silkworm threads called "khan-atlas"?

5. Do you think it is possible to imagine Uzbekistan without the national fabric of Khan-atlas?

3. Based on the text, compose a dialogue on the situation: "You and your friend went to Paris to present there a new collection of national clothes from khan atlas", use the studied constructions and the necessary sociolinguistic context of the communicative situation.

The use of an insert to the text helps students to understand all the information, master new knowledge, form their own opinion about the text being studied from each student. When reading the text, students make notes (insert) in the margins: "V" - I know; "+" - new to me; "-" - I thought otherwise; "?" - I did not understand, there are questions. After that, the results of working with text material are discussed in the classroom. Cinquain, it is advisable to use when fixing the studied material.

We recommend that the texts we work with be samples of all the main functional and semantic types of speech: narratives, descriptions, reasoning, since students will refer to them when preparing essays of the same types.

In the formation of sociolinguistic competence, the principle of communicative orientation is implemented, which involves the involvement of students in real communication, when students learn to overcome difficulties in communication. The principles of problemativeness, independence, dialogue of cultures, etc. are also taken into account.

Sociolinguistic competence is closely related to sociocultural competence, and, therefore, has an impact on speech communication between representatives of different cultures. The actual cultural customs and principles of behavior adhered to by this linguistic community, as well as social rules expressing the verbal behavior of communication participants, speech actions and their continuation, are the content of sociolinguistic competence.

Sociolinguistic competence is depicted in the ways of finding the necessary linguistic (grammatical) form in accordance with the rules of speech communication in the conditions where communication takes place, that is, from the communicative purpose and intention of the speakers, their socio-functional role and the relationship between them. This task is difficult to solve if you do not take into account the social norms of behavior adopted in another culture, that is, conditions that reflect the peculiarities of the national culture of the country in which the studied (Russian) language is used. Based on our practice, students' possession of information about their native historical and cultural traditions helps them to carry out speech activities more effectively – in a dialogical form.

From the above, it can be concluded that mastering the sociolinguistic side of the language is achieved by the ability to correctly, in accordance with the socio-communicative context, build speech and apply the necessary grammatical constructions and socially colored vocabulary in it, as

well as develop the ability to choose the appropriate sociolinguistic context of a communicative situation. Historical and literary material has a positive effect and helps the assimilation of linguistic phenomena proper. This, in turn, contributes to the production of independent speech of students and the formation of sociolinguistic competence.

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