IMPROVEMENT OF SOCIOLINGUISTIC COMPETENCE IN TEACHING THE RUSSIAN LANGUAGE

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Annotation: This article reveals the main aspects of using the language of a particular language community in mastering the sociolinguistic rules of speech communication that characterize this society, as well as understanding the impact of social factors on the speech behavior of communication participants.

Keywords: relationships, communicative competence, sociolinguistic competence, sociocultural conditions, emotional and aesthetic impact, education, originality in language, social factors, speech behavior.

It was education that at all times contributed to maintaining the stability of society, modifying the forms and types of relationships between people, therefore, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 emphasizes the need"dramatic improvement in the quality of general secondary education, in-depth study of foreign languages ..."

The new socio-economic and political situation requires the implementation of a language policy in the field of foreign language education in society, aimed at meeting both public and personal needs in relation to foreign (non-native) languages.

Since the 70s of the last century, the concept of communicative competence has become effective, with linguistic, sociolinguistic, discursive, sociocultural, strategic and social competences as structural elements.

In Russian linguodidactics, the term communicative competence was introduced by M.V. Vyatyunev. He proposed to understand communicative competence "as the choice and implementation of speech behavior programs depending on a person's ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation".

V.I.Andriyanova emphasizes that the communicative principle is the basis for teaching Russian as a non-native language .

In this regard, the scientist considers it necessary "to create such a system of education that would ensure the mastery of the language in its main functions - as a means of communication, communication, cognition, planning and organization of activities (especially collective), emotional, aesthetic and moral impact and education - with priority of the communicative function" .

The document of the Council of Europe "Common European Language Competencies: Teaching, Learning, Assessment" considers sociolinguistic competence as one of the most important components of intercultural communicative competence, the formation of which is the goal of teaching a non-native language.

Sociolinguistic competence reflects the sociocultural conditions of language use (orientation to social norms of communication between different generations, genders, classes and social groups, design of rituals). This competence has an impact on verbal communication between representatives of different cultures.

The area of sociolinguistic competence includes, among other things, the ability to organize pedagogical communication and take into account a specific pedagogical situation, it consists of the ability to use realities, special turns of speech, specific rules of speech communication, characteristic of the country of the language being studied, that is, originality in the language, which indicates influenced by customs and culture.

Due to the focus on social norms (rules of good manners, norms of communication between representatives of different generations, genders, social groups, linguistic consolidation of certain rituals adopted in a given society), the sociolinguistic component has a great influence on the linguistic design of communication between representatives of different cultures.Thus, sociolinguistic competence is an integral component of communicative competence.

Since the requirements for the level of proficiency in sociolinguistic competence are somewhat vague, it is necessary to single out individual components, the requirements for proficiency in which can be described more accurately, and accordingly, can be measured and controlled.

These components include:

➢ Etiquette formulas of greeting, farewell, appeal, gratitude.
➢ Expression of a polite request, wish, interest, concern.
➢ Congratulations, expression of condolences, expression of gratitude.
➢ Expression of regret, use of mitigating language.
➢ Expression of discontent, impatience, complaints.
➢ Understanding the most commonly used set expressions.
➢ Understanding the existence of differences in different versions of the language.

The development of sociolinguistic competencies is inextricably linked with the main goals of education: practical, developmental and educational. And the educational task is the most significant, since the formation of a sense of patriotism and a sense of internationalism in a modern young person depends on the solution of this task. By studying the Russian language, we form a culture of peace in the mind of a person.

For the development of sociolinguistic competencies, it is necessary to use the following patterns of social relations:

1) Galleries and museums, tourist guide;
2) Station, airport, transport;
3) Weather forecast;
4) News, sports reports, interviews, newspaper text;
5) Texts of linguistic and cultural content;
6) The realities of the country of the language being studied;
7) Canons of politeness \ etiquette;
8) Traditions/customs, clothes, peculiarities of national cuisine,
9) National proverbs, sayings and phraseological units

It follows from this that in order to fully use the language of a particular language community, it is important to master the sociolinguistic rules of speech communication that characterize this society, that is, to fully comprehend the impact of social factors on the speech behavior of communication participants. Mastery of the native language, as a rule, involves the acquisition of various kinds of knowledge unconsciously, which favors the use of the native language properly. Such knowledge can be called the sociolinguistic competence of the communicant.

As a result, teaching a non-native (Russian) language must be considered taking into account the sociolinguistic aspect of communication.

Thus, learning a language, both native and non-native, is a personal need that manifests itself in social interaction and communication. The success of communication depends not only on the speaker's desire to make contact, but also on the ability to realize the speech intention, which depends on the degree of proficiency in language units and the ability to use them in specific situations of communication. These conditions of language proficiency constitute the essence of sociolinguistic competence, which was put forward among the central categories of communicative linguistics and linguodidactics.

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