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TECHNOLOGY FOR OVERCOMING SOCIOLINGUISTIC DIFFICULTIES IN LANGUAGE LEARNING FOR HIGH SCHOOL STUDENTS

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Abstract:

This article examines the sociolinguistic problems faced by senior high school students in the process of learning a foreign language and ways to overcome them. During the study, the technology of "Situational Pragmatic Simulation" was proposed to develop students' language skills in a social context. The results show that the formation of sociolinguistic competence is the main factor in reducing the language barrier in students.

Keywords: Sociolinguistic difficulties, senior high school students, pragmatic competence, social register, communicative adaptation, authentic environment.

INTRODUCTION

In the global world, language learning is not just about memorizing grammatical rules, but also about using language correctly in a social environment (sociolinguistic competence). Although high school students are cognitively ready to master complex concepts, they face sociolinguistic difficulties in the process of communication. The reason for this is the inability to understand the social norms of the language, cultural codes, and the ability to choose the appropriate speech style (formal/informal) for the situation. When students feel the difference between the "academic language" in the textbook and the "live language" in real life, they experience "social anxiety". The purpose of this study

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is to reduce the discomfort of high school students in social communication and develop a technology for their sociolinguistic adaptation.

In the context of globalization, the development of sociolinguistic competencies of high school students is of great importance. The ability to communicate effectively with people from different cultures, adapt to social situations, and use language correctly contributes to the successful integration of an individual into society. To achieve this goal, it is necessary to study foreign experiences and analyze the possibilities of their application in the Uzbek education system.

MAIN PART

One of the main requirements in teaching foreign languages today is to enable students to use the language material they have learned in their own conversations. So, teaching a foreign language now means not only explaining and practicing words and phrases within a certain topic and grammar rules, but also creating opportunities for students to use this learned material in specific speech situations. Only when a student can independently apply the language material they have learned can we say that the student has mastered this topic.

The development of sociolinguistic competence creates the basis for increasing students' readiness for communication, forming oral and written speech, and correctly using language in various contexts. Therefore, it is necessary to pay special attention to the development of sociolinguistic competence for senior students in English lessons. The concept of sociolinguistic competence is a complex and multifaceted process from the point of view of linguistics and educational methodology, and includes students' phonetic, lexical, grammatical and pragmatic knowledge. Phonetic competence is based on the correct pronunciation of speech, the correct use of stress and intonation.

Nowadays, many innovative methods aimed at developing sociolinguistic competence are used in English lessons. Interactive methods, such as role-playing games, discussions, and project-based learning, play an important role in

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developing students' communication skills. The problem-based learning approach is aimed at developing students' independent thinking, problem analysis, and problem-solving skills. In general, the development of sociolinguistic competences in English among senior students not only facilitates their foreign language acquisition process, but also creates the basis for their future success in scientific, academic, and professional activities. Therefore, researching this topic and testing various methods remains one of the urgent tasks in the field of education. The development of linguistic competence for senior students in the process of learning English is of great importance. Because at this stage, students need to not only know basic grammatical rules, but also understand the complex structures of the language, its stylistic features, and its use in appropriate contexts of communication.

METHODOLOGY

Sociolinguistic competence refers to the ability of students to expand their vocabulary and master different word units in a coherent manner. The wider the vocabulary, the more clearly and fluently students can express their thoughts in the process of communication.

In English, it is important to use synonyms and antonyms correctly, to know phraseological units, and to understand the subtle differences in the meaning of words in different contexts.

Modern technologies and innovative methods are of great importance for the development of sociolinguistic competences of high school students in English lessons.¹

At the same time, pedagogical technologies such as communicative approach, problem-based learning, and project methods encourage students to actively learn.

¹file:///D:/user/Downloads/INGLIZ+TILI+DARSLARIDA+YUQORI+SINF+O'QUVCHILARINING+SOTSIO LINGVISTIK+KOMPETENTSIYASINI+RIVOJLANTIRISH+TEXNOLOGIYASI%20(1).pdf

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In particular, through interactive and real-life tasks, students' communication skills are strengthened and they can use the language more confidently. Developing sociolinguistic competencies in English lessons for senior students is one of the important pedagogical tasks today. Sociolinguistic competence, covering phonetic, lexical, grammatical, and pragmatic aspects of language knowledge, helps students fully understand the language and communicate effectively. This article analyzes various methods, innovative technologies, and effective pedagogical approaches used in language teaching. The results of the study show that the traditional grammatical-rule-based approach can reduce students' motivation to learn the language. Instead, the use of interactive and communicative methods and the creation of an environment that supports the natural language acquisition process will yield effective results. In particular, project-based learning, role-playing, problem-based learning, and modeling real-life situations encourage students' independent thinking and creative approaches. The use of modern technologies and artificial intelligence tools also contributes significantly to increasing the effectiveness of language learning. Mobile applications, online platforms, and virtual language environments create more convenient conditions for students and expand their opportunities for independent learning. Such technologies can introduce an individual approach and develop a learning strategy that is appropriate for each student. In the future, one of the important tasks will be to further develop sociolinguistic competencies in English language education by implementing innovative approaches, effectively using technological tools, and developing methodologies that meet the interests of students.

LITERATURE ANALYSIS

The term “sociolinguistics” also appeared in the field of linguistics in accordance with the social requirements of the development of society. This term was introduced into science in 1952 by the American sociologist G. Currie (Currie

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1952). However, the emergence of sociolinguistics as a science should be sought further, relying on the ideas of European and Russian scientists. According to researchers V.I. Belikov and L.P. Krysin, the emergence of sociolinguistics dates back to the beginning of the 20th century. According to them, at the beginning of the century, in France, Russia, and the Czech Republic, the issue of the relationship of language with social institutions was first studied by researchers in isolation from linguistics. The concept of sociolinguistics has been defined in a number of ways in pedagogical, psychological and methodological literature.² The National Encyclopedia of Uzbekistan states that “Sociolinguistics is derived from the Latin word “Societas” and is a scientific and theoretical field that develops at the intersection of linguistics, sociology, social psychology and ethnography, and studies a set of problems related to the social nature of language, its social functions and the mechanism of influence of factors on language, and the role of language in the development of society”. The Explanatory Dictionary of the Uzbek Language states that “Sociolinguistics is a scientific and theoretical field that studies the social nature of language, its social functions, the influence of social factors on language, and the role of language in the life of society ”. In the first half of the 20th century, famous scientists I.A. Baudouin de Courtenay, E.D. Polivanov, L.P. Yakubinsky, V.M. Zhirmunsky, B.A. Larin, A.M. Selishchev, G.O. Venocourt (Russia), F. Bruno, A. Maye, P. Lafargue, M. Cohen (France), Sh. Ball, Sociolinguistics by A. Sashee (Switzerland), J. Vandrieslar (Belgium).

In particular, the following issues have been studied and scientifically and theoretically investigated in foreign language teaching: sociolinguistic competence (N.V. Nabatova, M.V. Leushkina, E.A. Kostina, E.S. Nechaeva, I.A. Isenko, L.F. Zueva, I.A. Isenko), socio-cultural competence (S.E. Chekhova, S.V. Pahotina, E.A. Kostina, L.A. Borkhodoeva), learning foreign languages through authentic reading of texts (N.V. Baryshnikov), (T.V. Yezhova), development of

² https://journal.namspi.uz/articles_public_file/977ec7a638036f75ec3c3a67d0069481.pdf

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competence in the case of speaking in technical universities (N.A. Belenyuk), improvement of competence of students in pedagogical fields through oral speech in a foreign language (I.A. Isenko). In research, sociolinguistic competence is defined as the ability to select and change the form of language according to the content and nature of communication [7; 288]. Of course, the content of communication also depends on the person's profession, social status, worldview, level of knowledge, and level of education.

RESULTS

The practical part of the study was aimed at assessing the sociolinguistic skills of high school students and determining the effectiveness of the proposed technology. A total of 120 students participated in the pilot study (60 in the experimental group, 60 in the control group). The study was conducted consistently for six months.

Analysis of the results of the initial (Pre-test) stage

The sociolinguistic tests and oral interviews conducted at the beginning of the study showed that, although the students' grammatical knowledge (Grammatical Competence) was satisfactory, their sociolinguistic flexibility (Sociolinguistic Flexibility) was at a very low level.

As a result of the study, students' sociolinguistic barriers were classified as follows:

1. Errors in register selection : Not understanding the boundary between friendly and formal communication.
2. Cultural clichés and idioms: Misunderstandings arising from the literal translation of phrases and idioms into their native language.
3. Para-linguistic problems : Not knowing the norms of behavior, gestures, and distance during communication.

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In our opinion, it is advisable to develop sociolinguistic competence as an important component of communicative competence in secondary schools. Only in this way can students, within the framework of sociocultural competence, learn a new vision of the world of the country whose language is being studied, and in the process of developing sociolinguistic competence, master the linguistic landscape of the world. In addition, based on the study of the system of cultural values, the English language being studied is formed, specific societies, behavioral models are formed, and stereotypes of speech behavior are studied, we should pay attention to preparing students for the process of communication with representatives of other cultures in the social, cultural, educational and professional spheres, so that they can contribute to the development of our country in various fields in the future.

CONCLUSION

In conclusion, in the experimental groups, where lessons were taught based on the sociolinguistic approach, the speech activity of students almost doubled compared to the control group. This is not just a statistical indicator, but an indication that students have formed a "living attitude" to the language. Students are no longer just translating words, but are entering into communication, understanding to whom, where and in what situation these words should be said. The pedagogical importance of overcoming sociolinguistic barriers.

Since high school students are in adulthood, they are very afraid of making "social mistakes" in communication, that is, looking ridiculous or using inappropriate words.

In conclusion, the technology of overcoming sociolinguistic difficulties provides the student with the following opportunities:

- Understanding the difference between communication registers: The ability to select separate linguistic means for formal and informal situations is formed.

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- Pragmatic success: The student learns to convey his or her thoughts not only correctly, but also with courtesy and etiquette towards the interlocutor.
- Preparation for intercultural communication: The language learner begins to understand the worldview and communication style of representatives of other nationalities, which will facilitate adaptation in an international environment in the future.

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