The essence of developing students' sociopragmatic competence in teaching English

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ABSTRACT

This article explores the development of students' sociopragmatic competence in English language teaching. The study aims to analyze and assess the importance of sociopragmatic competence within the communicative approach, focusing on its key components. Additionally, it seeks to determine the essence and relevance of the sociopragmatic component in shaping students' foreign language communicative competence during English instruction.

Ingliz tilini o'rgatishda o'quvchilarning sotsiopragmatik kompetensiyasini rivojlantirish mohiyati

ANNOTATSIYA

Ushbu maqola ingliz tilini o'rgatishda o'quvchilarning sotsiopragmatik kompetensiyasini rivojlantirish mohiyati ko'rib chiqildi. Tadqiqot maqsadi sotsiopragmatik kompetentsiyani kommunikativ yondashuv va uning tarkibiy qismlari aspektida tahlil qilish va ahamiyatini aniqlash, ingliz tilini o'qitishda talabalarda chet tilining kommunikativ kompetensiyasini shakllantirishda sotsiopragmatik kompetensiyaning mohiyati va dolzarbligini aniqlashdir.

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Сущность развития социопрагматической компетентности студентов при обучении английскому языку

АННОТАЦИЯ

В данной статье рассматривается сущность развития социопрагматической компетентности студентов при обучении английскому языку. Цель исследования — проанализировать значимость социопрагматической компетентности в рамках коммуникативного подхода, с акцентом на её компоненты, а также определить сущность и актуальность социопрагматического компонента в формировании иноязычной коммуникативной компетенции у студентов в процессе обучения английскому языку.

INTRODUCTION

Modern society's requirements for professional training of specialists and the low foreign language level of speech culture of graduates determine the vector of transition from the knowledge paradigm of education to the sociopragmatic competence approach to teaching a foreign language at a university. One of the methods of forming foreign language competence in students is the communicative approach in the aspect of sociopragmatics [1]. The communicative approach to teaching a foreign language and forming a foreign language sociopragmatic competence is primarily aimed at the student. The contribution of cognitive psychology lies in the awareness that the student is not only a participant in the educational process but also the main character.

Communicative language teaching in the aspect of sociopragmatic competence is focused on the linguistic, communicative, and cultural needs of the student. Communicative skill is the core of modern didactics of teaching a foreign language. It is about the application of all the rules, methods, socio-cultural norms, and roles in the communication process. To communicate, it is necessary to master a level of language that would correspond to the communication situation and facilitate productive communication.
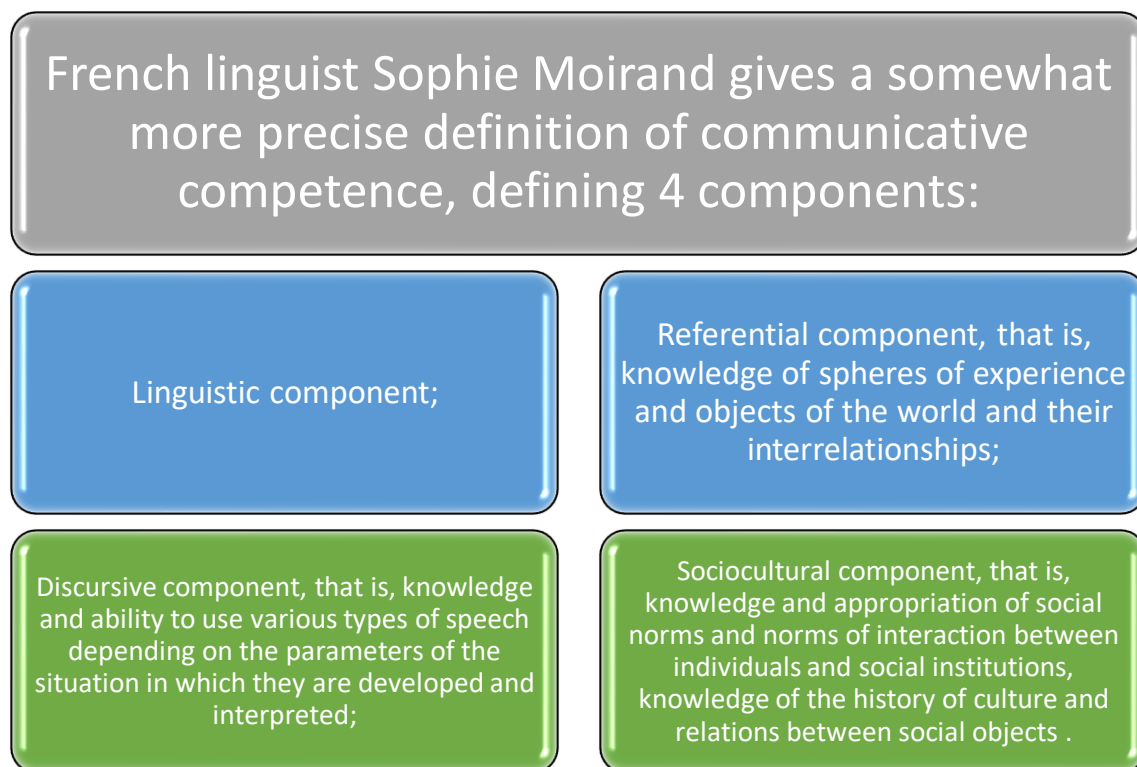
RESEARCH MATERIAL AND METHODS

The material for the study was theoretical and empirical research by foreign and domestic authors, linguists, and teachers in the field of communicative competence, sociopragmatics, and foreign language. The method of theoretical analysis, the descriptive method, including the techniques of comparison, interpretation and generalization of scientific and linguistic facts formed the basis of this study.

RESULTS AND DISCUSSION

Based on the research of Della Hymes, who introduced the concept of "communicative competence", M. Canale and M. Swain identify grammatical, strategic, and sociolinguistic components of this competence. For these authors, sociolinguistic competence includes sociocultural competence (understood as knowledge of social rules in a given social group) and discursive competence (proficiency in various forms of speech). Strategic competence is defined as a set of communicative strategies that allow compensating for communication errors: these compensatory phenomena can be carried

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out either at the level of linguistic competence or sociolinguistic competence. Therefore, strategic skills should be taught from the very beginning of learning a foreign language, since it allows filling in the gaps in the other two skills [2; 3].

French linguist Sophie Moirand gives a somewhat more precise definition of communicative competence, defining 4 components:

Linguistic component;

Referential component, that is, knowledge of spheres of experience and objects of the world and their interrelationships;

Discursive component, that is, knowledge and ability to use various types of speech depending on the parameters of the situation in which they are developed and interpreted;

Sociocultural component, that is, knowledge and appropriation of social norms and norms of interaction between individuals and social institutions, knowledge of the history of culture and relations between social objects .

The fact that communicative competence is not described in the same way in different models should not be an obstacle to using this concept in language didactics. On the other hand, the various components of communicative competence must be taken into account in the process of teaching a language. It should be noted that in modern linguistics, the formation of this competence is based on a set of at least five components (microcompetences):

semiolinguistic

referential

textual-discursive

sociopragmatic

ethno-sociocultural

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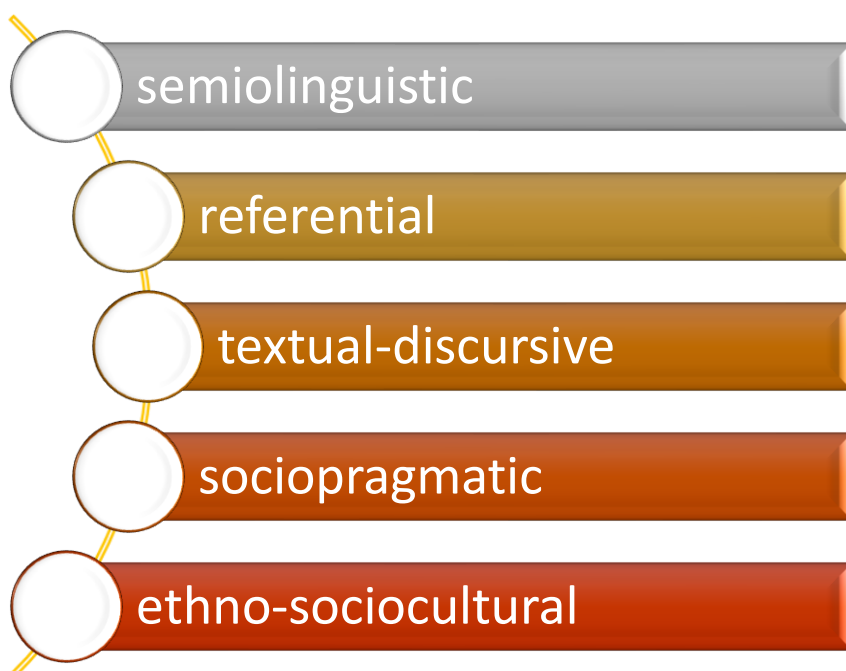
Let us give a brief description of the above components:

The **semiolinguistic component**, is from the term "semiotics", according to Yu. M. Lotman, the science of communication systems and signs used in the process of communication unites ideas about language related to its phonological, phonetic, lexical-semantic, and grammatical functions, as well as others related to linguistics, such as non-verbal means in oral form or graphic and punctuation in written legal form.

The **referential component** refers to more or less scientific ideas about the Universe to which a particular language belongs and in which it circulates, that is, to the territory, geological structure, demography, social organization, etc.

The **textual-discursive component** implies knowledge and skills related to speech: consistently organized statements, effective mastery of various text functions, and speech: coherence, i.e. stylistic, grammatical and semantic unity of the text.

The **sociopragmatic component** concerns linguistic behavior in its interactive and social dimension: for example, how to respond, in written or oral form in the process of everyday communication, to a particular invitation depending on the communicant and the communication situation.
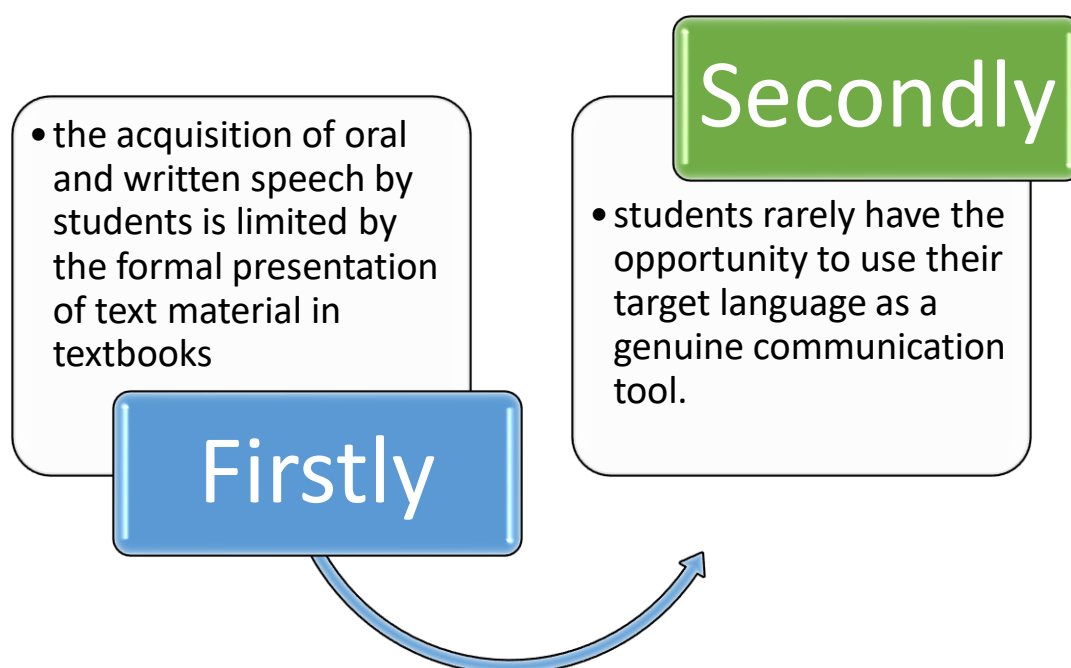
The **ethno-sociocultural component** is associated with the acquisition of collective knowledge, opinions and ideas taking into account social, ethnic, religious, political characteristics that more or less coexist and oppose each other in the cultural space [7].

Let us agree with the definition of I.A. Zimnyaya, who interprets the sociopragmatic competence of a person as "an ethno-socioculturally determined personal quality of a person, formed during life on the basis of the innate linguistic ability to acquire and use linguistic means and methods of forming and formulating thoughts, actualized by his receptive-productive speech activity in the process of interaction with other people" [6]. In our opinion, it is this definition that reveals the essence of the sociopragmatic competence of students in teaching English, which presents a set of nomenclature, the competencies included in it.

An analysis of numerous approaches to the definition of sociopragmatic competence shows the presence of a clear structure defining this concept, which includes components that clearly and fully characterize foreign language sociopragmatic competence [2]. In our study, we will consider sociopragmatic competence in more detail. Sociopragmatics includes sociolinguistics and lingua-pragmatics, which are associated with the rules and agreements on the situational, cultural and socially acceptable use of language [4]. The study of the phenomenon of sociopragmatics of a foreign language is reflected in the works of such scientists as N.V. Elukhina, O.V. Chernaya, I.A. Korolenko, G. Kasper, J. Leech, B Dewaele, Jean-Marc, Nathalie Wourm and others. Researchers note that sociopragmatic competence is an integral part of communicative competence. Sociopragmatics is fundamental to communication: it is concerned with the social perceptions that underlie the interpretation and reproduction of any communicative action by the participants in communication [1]. It is obviously easier to explain certain grammatical rules, such as how to form an adverb from an adjective in English or how to construct an imperfective aspect and conditional mood, than to teach the correct use of certain words, expressions and syntactic constructions that are appropriate only in certain contexts. It is certainly possible to compile a list of these words, expressions and constructions, but it is more difficult to teach the nuances they convey and the countless factors in a situation that determine their

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use. Even seemingly simple sociopragmatic actions can be very complex. In this regard, in order to develop students' foreign language communicative competence, it is advisable to use tasks related to typical communicative situations in foreign language classes: making an order in a restaurant, booking a hotel room, praising someone, etc. These exercises may contain specific test examples or dialogic scenarios as a model. Such types of tasks allow interpreting and deducing the communicative intention of discourse in a certain socio-cultural context, since they reflect and model the students' knowledge and allow them to function in the communication environment.

In our study, we attempted to examine the problems that arise on the way to the successful acquisition of sociopragmatic competence by students. An analysis of scientific works devoted to the study of teaching foreign languages at universities shows that the communicative approach currently dominates in the methods of teaching English. One of the tasks of the communicative approach is the development of sociolinguistic and pragmatic competencies. However, there are serious obstacles to the successful implementation of the sociopragmatic approach:

Secondly

- students rarely have the opportunity to use their target language as a genuine communication tool.

- the acquisition of oral and written speech by students is limited by the formal presentation of text material in textbooks

Firstly

An analysis of the academic literature showed that English language textbooks are far from providing educational resources that could allow teachers to achieve the goals of developing communicative skills in speaking and forming sociopragmatic competence in students. The second problem is the lack of foreign language communicative practice during foreign language classes. In most cases, this is because university teachers do not use a foreign language discursive teaching option. During classroom lessons, communication in the target language is limited to composing micro-dialogues and retelling the proposed text. Since students rarely have the opportunity to participate in authentic interactions with their teachers or native speakers outside of the classroom, they cannot sufficiently develop their sociolinguistic and pragmatic skills. In this case, practice-oriented communicative tasks can be proposed as exercises. These can be mini-discussions on a given topic. For example, a discussion of a film watched, a work read, etc. It should be

noted that in such discussions, the teacher must take an active part, setting the rhythm of the discussion, and demonstrating examples of formal and colloquial constructions in his speech.

CONCLUSION

The analysis of the problem under study allows us to formulate some proposals for improving the development of students' sociopragmatic competence in teaching English:

1. Didactic resources of the English language should not be limited to the material contained in textbooks. Newspaper and magazine articles, and excerpts from current works of art can be used as authentic texts. Written materials should be accompanied by the maximum number of videos, documentaries, debates, and film excerpts that would allow students to understand sociopragmatic norms in an authentic context.

2. The minimum unit in teaching should not be a word or morpheme, but speech units created in contexts defined by native speakers of the same generation as the students. In this case, we are talking about spoken language, and its features, which should be reflected in the proposed material and affect the interests of students.

From the above, it follows that it is impossible to teach spoken language and force the student to communicate exclusively through the material offered by the textbook. The teacher's task is to teach not only classical English but also to show informal language - the language of everyday communication, which reflects the national culture, and the peculiarities of social and speech behavior of native speakers. And this is possible through the sociopragmatic approach. The teacher must make sure that the language textbooks used are truly communicative and include a full range of oral and written registers. Success in the formation of foreign language communicative competence is possible under the condition of immersion in a foreign language environment - natural or artificially created, which in turn will allow the development of sociopragmatic competence in students.

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