

ниятын калыптандыруунун учурдагы абалы теориялык жактан талдоого алынды. Мугалимдин кептик маданияты түшүнүгүнүн мазмуну илимий жактан такталды;

3. Жаңы маалыматтык – коммуникативдик технологияларды колдонуп, мугалимдердин кептик маданиятын калыптандырууда атайын сайттарды ачуу жана аларга педагогдордун укуктук кептерге тиешелүү болгон материалдарды жайгаштырып туруусу макалада сунуш катары белгиленди.

Адабияттар тизмеси:

1. Арнольд, И.В. Лексикология и стилистика современного английского языка [Текст] / И.В. Арнольд. – М.: Высшая школа, 1996. - 389 с.
2. Смирнова, Л.И. Изучение языков международного общения в контексте диалога культур и цивилизации [Текст] / Л.И. Смирнова. -Воронеж: Истоки, 1996. - 89 с.
3. Гойхман, О.Я. Теория и практика обучения речевой коммуникации студентов-нефилологов сервисных специальностей [Текст]: дис. ... д-ра пед. наук / О. Я. Гойхман. - Москва, 2001. - 365 с.
4. Жусупова, Д.Ы. Обучение орфографии трудных слов на уроках английского языка [Текст] / Д.Ы. Жусупова // Наука. Образование. Техника. – Ош: КУУ, 2010. – №1. - С.12 – 14.
5. Леонтьев, А. А. Язык, речь и речевая деятельность [Текст] / А. А. Леонтьев. -М. : Просвещение, 1996. - 342 с.
6. Курбатов, В. И. Искусство управлять общением [Текст] / В. И. Курбатов. - Ростов-на-Дону, 1997. - 352 с.
7. Гарбовский, Н. К. Сопоставительная стилистика профессиональной речи: на материале русс. и фр. яз. [Текст] / Н. К. Гарбовский. - М. : МГУ, 1988. - 144 с.
8. Головин, Б.Н. Как говорить правильно [Текст] / Б. Н. Головин// - М.: Просвещение, 2010 - 233 с.
9. Харченко, Е.В. Межличностное общение: модели вербального поведения в профессиональных стратах [Текст]: дис. ... д-ра филол. наук / Е. В. Харченко// - Москва, 2004. - 497 с.
10. Жусупова, Д.Ы. Фольклор – как литературный источник педагогических и психологических знаний [Текст] / Д.Ы. Жусупова, Н.Д. Тилекова // Наука. Образование. Техника. - Ош: КУУ, 2017. - №2. - С. 70 – 75.

DOI:10.54834/16945220_2022_2_147

Поступила в редакцию 14. 06. 2022 г.

УДК 81.23

Абдимоминов М.А.

аспирант Кыргызско-Узбек. Междун. универ. им. Б. Сыдыкова, Кыргызская Республика

ЧЕТ ТИЛДЕРДИ ОКУТУУДА СОЦИАЛДЫК ЛИНГВИСТИКАНЫН РОЛУ

Изилдөөнүн предмети студенттер, окуучулар жана окуу процессинин объектилери болуп саналат. Бул изилдөөнүн максаты социалдык лингвистиканын окуу процессиндеги ролун жана ар кандай чечим кабыл алуу процесстерине тийгизген таасирин көрсөтүү. Изилдөөнүн методу – бул окутуунун ар кандай ыкмаларын жана алардын натыйжаларын салыштырып талдоо. Чет тилдерди окутуу ар түрдүү кадрларды даярдоодо абдан маанилүү миссия болуп саналат. Чет тилдерди окутуу процессинде мугалим дагы жаңы нерселерди үйрөнөт. Бул таптакыр жаңы нерсе, же көптөн бери унутулуп калган эски болушу мүмкүн. Окуу процессинде майда деталдар же майда-барат нерселер болушу мүмкүн эмес, анткени бир да кичинекей болт же гайка болбосо, эң кымбат швейцариялык сааттар да бир калыпта, тегиз иштебейт. Окутууну сабаттуу жана жоопкерчиликтүү жүргүзүү үчүн мугалим теманын ар бир бөлүгүн жана окуу процессинде пайда болгон тез-тез нюанстарды эстен чыгарбашы керек. Ар бир мугалимдин өзүнүн окутуу стили бар жана бул компонентте мугалим үчүн эң маанилүү жардамчы тил илиминин социолингвистика деп аталган тармагы болуп саналат.

Негизги сөздөр: лингвистика; социолингвистика; лингвистика; катмарлар; тил коомчулугу; диалог; жолго салуучу; психолингвистика; соттук лингвистика

РОЛЬ СОЦИАЛЬНОЙ ЛИНГВИСТИКИ В ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Предметом исследования являются студенты, ученики и те кто являются объектами в про-

цессе обучения. Целью данного исследования является указать роли социальной лингвистики в процесс обучения и влияние на разные процессы восприятия решений. Методом исследования является сопоставительный анализ разных методов обучения и их результаты. Обучение иностранных языков является очень важной миссией в подготовке разноплановых кадров. В процессе обучения иностранных языков, преподаватель тоже изучает что-то новое. Это может быть совершенно что-то новое, или же давно забытое старое. В процессе обучения не могут быть никаких маленьких деталей или же мелочей, ведь без единого крохотного болта или гайки, не будут слаженно работать даже самые дорогие швейцарские часы. Что бы преподавать компетентно и ответственно, преподаватель должен иметь ввиду каждую часть темы и частые нюансы которые возникают в процессе обучения. Каждый преподаватель имеет собственный стиль обучения. В этом компоненте для преподавателя важнейшим помощником является отрасль лингвистики под названием социолингвистика.

Ключевые слова: лингвистика; социолингвистика; языкознание; слои; языковое сообщество; диалекты; социальное неравенство; наставитель; психолингвистика

THE ROLE OF SOCIOLINGUISTICS IN A PROCESS OF TEACHING AND FACILITATING FOREIGN LANGUAGES

The subjects of the research are students, pupils and those who are objects in the learning process. The purpose of this study is to indicate the role of social linguistics in the learning process and the impact on different processes of decision-making. Teaching foreign languages is a very important mission in the training of diverse personnel. In the process of teaching foreign languages, the teacher also learns something new. It can be something completely new, or a long-forgotten old one. In the learning process, there can be no small details or trifles, because without a single tiny bolt or nut, even the most expensive Swiss watches will not work smoothly. The research method is a comparative analysis of different teaching methods and their results. In order to teach competently and responsibly, the teacher must keep in mind every part of the topic and the frequent nuances that arise in the learning process. Each teacher has his own teaching style. In this component for the teacher, the most important assistant is the branch of linguistics called sociolinguistics.

Keywords: sociolinguistics; linguistics; layers; language community; diglossia; social competition; facilitator; linguist; psycholinguistics; dialects

In order for the teacher to work competently and responsibly, teacher needs to know the basic skills of the principles of communicative learning, which has essentially the relationship between the object and subject of the learning and learning process.

To implement the principles of communicative learning, certain conditions must be present:

The first condition for the implementation of communication in the classroom, as close as possible to real life, is a trusting relationship, mutual sympathy between the teacher and students, a favorable psychological climate and an atmosphere of cooperation.

The second condition is the ability of the teacher to implement subject-subject relations with students in the classroom and outside it, through the organization of group, pair and individual work of students, through planning as many communication situations as possible and encouraging attempts to take part in them.

The third condition is the availability of an educational and methodological complex that helps to implement communication-oriented learning. However, the effectiveness of any technique largely depends not so much on itself, but on the experience and skill of the teacher, on his own personality. How much the teacher is interested and passionate about his subject, how strong and advanced he is in it, of course, cannot but affect the level of development of his students. After all, it is the teacher who has to provide conditions for the active use of stable speech clichés in order to develop a strong desire to speak the target language without fear of mistakes and without feeling a language barrier. That is why the fundamental criterion for assessing the quality of teaching a foreign language in general is, first of all, the personality of the teacher himself, his keenest interest in his subject, only friendly attitudes in the classroom and immediate readiness to help his students.

The teacher has to combine artistry and oratory, develop the skills of synthesis and analysis, have a great sense of humor and the gift of persuading and captivating, master the basics of psycho-linguistics and linguodidactics. Emotionally colored, clearly structured, saturated with a variety of language material, practical classes cannot but change the indifferent attitude of students to the subject being studied at the root. Sociolinguistics (social linguistics) is “a branch of linguistics that

studies language in connection with the social conditions of its existence. Social conditions mean a complex of external circumstances in which a language actually functions and develops: a society of people using a given language, the social structure of this society, differences between native speakers in age, social status, level of culture and education, place of residence, as well as differences in their speech behavior depending on the situation of communication [2, 88 page]. The interdisciplinary status of sociolinguistics is reflected in the terminology used by it and the conceptual apparatus as a whole. A number of terms (language community, language situation, socio-communicative system, language code, bilingualism, diglossia, language policy, etc.) are specific to sociolinguistics. In addition, there are a number of concepts (language norm, speech communication, speech act, etc.), which are borrowed from other branches of linguistics, some terms (the social structure of society, social status, social role, social factor, etc.) came to sociolinguistics from sociology. Sociology and sociolinguistics are similar in essence, but a small difference between them is the use of different tools in language learning from sociolinguistics

The main goals of sociolinguistics are the study of the use of a language by representatives of a particular society, the identification and analysis of factors - various kinds of changes in the society in which a given language lives, affecting its development. These goals correlate with two core sociolinguistic problems - the problem of social differentiation of language and the problem of social conditioning of language development.[3, 109 p.]

Considering the problem of social differentiation of the language, it should be noted that at present most linguists share the point of view according to which the relationship between the structure of society and the social structure of the language is not linear, but is a rather complex relationship. The structure of the social differentiation of a language is multidimensional and is due to both the heterogeneity of the social structure (stratification variability) and the variety of social situations (situational variability). Obviously, stratification variability is expressed in those linguistic and speech differences that exist among representatives belonging to different social strata and groups. As for situational variability, it manifests itself in the predominant use of certain linguistic means, depending on the social situation. Variation of this kind can manifest itself when we observe a change in language, speech register or dialect.

Speaking about the problem of the social conditionality of language, it should be noted that at present there are several sociolinguistic theories in which this problem is being successfully developed.

E.D. Polivanov, for example, in his theory of language evolution claims that “social factors cannot change language processes, but the direction of language evolution depends on them. The language has its own internal laws, independent of social changes, while social factors can only affect the ultimate goal of language development in a given historical period” [3.66page].

The American scientist W. Labov also believes that changes in the structure of a language can be correctly interpreted only taking into account information about the language community that uses this language. He considers linguistic change through the matrix of social and linguistic behavior of the linguistic community.

At present, according to L.P. Krysin, “nationally oriented areas of research are clearly distinguished in sociolinguistics. This circumstance is due to the fact that in each country and, more narrowly, in each ethno-social community, peculiar conditions for the functioning of the language (or languages) are formed, and such problems are brought to the fore that are relevant for a given national community (or multinational, but characterized by unity). socio-economic and political life)” [3, 7 p.].

One of the main concepts of sociolinguistics is the concept of a language situation - “a set of forms of existence of a language (regional koine, territorial and social dialects) serving a continuum of communication in a particular ethnic community or administrative-territorial association” [7, 481p.]. In essence, the language situation is the state of the socio-communicative system and the functional relations between its components (languages, jargons, social and territorial dialects) in a certain period of its functioning. Jargon used in social networks, specific abbreviations that have arisen when writing mobile phone text messages, emoticons and emoticons are used not only in informal

communication, but are partially transferred to standard English. While we are talking about slangs, we should now some important abbreviations from students mouth or from their messages, and I will try to give the full description and definitions of these abbreviations and why its important to possess them for every teacher cause students are also unchangeable part of society.

1. *RSVP – Please reply.*

As with so much of English, this comes from French. RSVP stands for “Répondez s’il vous plait”. You’ll see this request on invitations to weddings and other parties. And yes, please do reply – that way, the bride or host knows exactly how many salmon fillets to order.

2. *ASAP – As soon as possible*

“Can you get this in ASAP?” reads the email from your boss. Depending on the project, this may or may not cause panic – but in any case, you don’t have much time to think!

3. *AM/PM – Before midday (morning) and after midday (afternoon)*

There’s a huge difference between 5 in the morning and 5 in the afternoon – and these little terms have it covered. Remember, don’t use them if you use 24-hour time (6 PM is the same as 18:00) and be careful to set your alarm correctly. A “morning” alarm that goes off at 7 PM doesn’t help anyone!

4. *LMK – Let me know*

Casual, friendly – perfect for the end of a text. LMK shows that your are expecting confirmation or more information.

5. *BRB – Be right back*

Sometimes when chatting, something demands our attention: be it the doorbell, a cat wanting to be let out or an irresistible caffeine craving. Don’t sweat it – just let your friend know you’ll BRB.

6. *DOB – Date of birth*

“What IS my DOB?” you might have wondered the first time you saw this. After all, it does sound like a poorly chosen item of clothing or foul type of medicine. Well, rest assured you do have a DOB – we all do. You probably celebrate yours each year with far too much cake, ice cream and requisite silly hats.

7. *CC/BCC – Carbon copy/blind carbon copy*

Although they refer to the age of email, these terms take their names from the analogue years, when copies were made using carbon paper. Quick etiquette tip: when adding people to the CC email field, remember they “can clearly” see who else has received the email . (And don’t “reply all” unless you REALLY want to!)

8. *TBA/TBC- To be announced/To be confirmed*

Remember your friend whose wedding invitation you need to RSVP ASAP to? Be careful if it says venue TBA or groom TBC. It means she doesn’t have everything organized just yet!

9. *ETA – Estimated time of arrival*

“See you on Tuesday, ETA 9 PM.” You might see this when someone is traveling but is unsure of when their flight gets in.

Another important goal of sociolinguistics is the use of language for communication purposes, and in particular the study of speech behavior as a result of choosing the most effective option for constructing a socially correct statement. At the same time, it is necessary to identify the basic criteria for selecting socially significant options, the mechanism for their selection. The end result is the identification of social norms that determine the speech behavior of a representative of society.

Conclusion

In sociolinguistics, in this regard, the term “subcode switching” is used, when a communication participant switches from one language (dialect, style) to another, replacing one language means with another in the process of communication, depending on the situation of communication. Code switching mechanisms provide mutual understanding between the participants of communication, comfort and efficiency of its process. On the other hand, the communicant’s inability to change his speech, vary language means depending on the situation of communication, following only one code is perceived as a communication problem and leads to communicative conflicts. In addition to the

theoretical development of the tasks facing it, sociolinguistics also solves applied problems. One of them is the problem of teaching foreign languages. It is generally recognized that language teaching is most effective when the methodology of its teaching takes into account not only linguistic, but also extralinguistic factors. This is a necessary condition for the formation of students' sociocultural competence. The concept of foreign language sociocultural competence as awareness of the socio-cultural context of language use has relatively recently entered the conceptual apparatus of the theory of teaching foreign languages. Sociocultural competence is part of the communicative competence and is its component, it is "a set of knowledge about the country of the language being studied, the national and cultural characteristics of the social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following the customs, rules of conduct, norms of etiquette, social conditions and behavior stereotypes of native speakers. In general, the main goal of teaching foreign languages is their application. I believe that a student should be able to distinguish between different strata of society, starting from their difference in cultural and educational terms (educated, not educated) to the difference in society in terms of age, because the language does not stand still and gradually develops. When students begin to distinguish society, they will begin to use exactly the right knowledge in the circle of certain people.

Literature:

1. Baudouin de Courtenay IL. Selected works on general linguistics. - M., 1963. - 386 p.
2. **Vereshchagin, E.M.** In search of new ways of development of linguistic and cultural studies:
 1. the concept of speech-behavioral tactics [Текст] / E.M.Vereshchagin, V.G.Kostomarov.-Moscow, 1999.- 370 p.
1. **Dotsenko, M.P.** Linguo-sociogram of a literary character as a tool for philological analysis of a work of art [Текст] / Comp. EAT. Vereshchagin, V.G. Kostomarov // Linguistic and regional studies and text - Moscow, 1989.- 282 p.
2. Team. Personality. Communication: Dictionary of socio-psychological concepts.- Moscow, 1987.- 402 p.
3. **Kon, I.S.** People and Roles [Текст] / I.S. Kon // New World.- 1970. - No.12. - 201 p.
4. **Kon, I.O.** Sociology of personality [Текст] / I.O. Kon.- M., 1967.- 186 p.
5. **Krysin, L.P.** Sociolinguistic aspects of the study of the modern Russian language [Текст] / L.P. Krysin.- Moscow, 1989.- 436 p.

DOI:10.54834/16945220_2022_2_152

Поступила в редакцию 14. 06. 2022 г.