

Modernization of Teaching a Native (Russian) Language

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Article History	Abstract
Received: 08 June 2023 Revised: 21 Sept 2023 Accepted: 08 Dec 2023 CC License CC-BY-NC-SA 4.0	<p><i>This article reveals the main aspects of using the language of a particular linguistic community when mastering the sociolinguistic rules of speech communication that characterize a given society, as well as understanding the impact of social factors on the speech behavior of participants in communication.</i></p> <p>Keywords: Relationships, Communicative Competence, Sociolinguistic Competence, Sociocultural Conditions, Emotional and Aesthetic Impact, Education, Originality In Language, Social Factors, Speech Behavior.</p>

1. Introduction

Methods. The main method of this study is the theoretical method of collecting empirical data (analysis of scientific, educational and methodological documentation, generalization of work experience in teaching languages, observation), we also used the interpretive method (explanation, comparison of the process of improving sociolinguistic competence)

Main part. The new socio-economic and political situation requires the implementation in society of a language policy in the field of foreign language education, aimed at meeting both public and personal needs in relation to foreign (non-native) languages. It is education that at all times has contributed to maintaining the stability of society, modifying the forms and types of relationships between people, and therefore, recently, the importance of studying a non-native (Russian) language has become increasingly obvious.

The Russian language is not just a means of communication, but also performs the function of professional communication in the global labor market, which creates additional motivation for students to study it. In this regard, there was a need to compare common European education standards with Uzbek ones, which led to updating the content of the educational standard in the field of a non-native (Russian) language based on a competency-based approach. This approach implies not only possession of certain knowledge in a certain area, but also the ability to use it in specific situations to solve emerging problems. The concept of competence is broader than the concept of knowledge. Competence is understood as a complex personal education that ensures the process of development and self-development of the student, which contributes to the formation of a value-based attitude towards any activity [8].

According to the fair opinion of the British psychologist D. J. Raven, “modern society needs educated, moral, enterprising people who are able to independently make responsible decisions in a situation of choice, to be mobile, dynamic, constructive specialists, and to have a developed sense of responsibility for the fate of the country” [6].

Researchers note that modern social processes are characterized by an increase in the factor of dynamism and uncertainty. People's lifestyles are changing at all levels, and many professions are undergoing a fundamental transformation. Situations are increasingly occurring when changes in social and economic living conditions require a person to be able to quickly adapt to them.

The realities of today show that the knowledge-oriented approach, which has always dominated teaching methods, has become insufficiently effective. The pace of knowledge updating, the huge flow of information that changes with enormous speed, necessitate the emphasis in teaching not so much on knowledge learning (V.A. Bolotov, V.V. Serikov), but on developing skills in students to independently

obtain the necessary information, creative thinking, the ability to make quick decisions based on existing knowledge in various situations of professional and social activity.

Since the 70s of the last centuries, the concept of communicative competence has become effective, the structural elements of which began to be identified as linguistic, sociolinguistic, discursive, sociocultural, strategic and social competencies.

In Russian linguodidactics, the term communicative competence was introduced by M.V. Vyatyuney. He proposed to understand communicative competence “as the selection 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” [4].

V.I. Andriyanova emphasizes that the communicative principle is the basis for teaching Russian as a non-native language [3].

In this regard, the scientist considers it necessary “to create a training system that would ensure mastery of language in its main functions - as a means of communication, communication, cognition, planning and organization of activities (especially collective), emotional, aesthetic and moral influence and education - with priority of the communicative function” [3, 54].

The goal of teaching foreign languages, according to the State educational standard of the system of continuous education of the Republic of Uzbekistan, is currently the formation of foreign language communicative competence of students for functioning in a multicultural world in the everyday, professional and scientific spheres [12].

The methodology for developing students’ communicative competence is based on a level approach. The development of a level approach is associated with the identification of levels of foreign language proficiency. The level of language proficiency is understood as the degree of development of communicative competence, providing the ability to solve communication problems in a foreign language in accordance with the conditions of communication and using the necessary language knowledge, speech skills and abilities. In general, the document defines and describes three levels of foreign language proficiency, each of which covers two sublevels. Each of the above levels is characterized by a different degree of development of communication skills.

Foreign language communicative competence according to the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) is based on the formation of linguistic, pragmatic and sociolinguistic competences. The Council of Europe document “Common European Language Competences: 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 is a type of competence that means “the ability to select and modify linguistic forms depending on the type of communication. Sociolinguistic competence includes the required knowledge and skills for the effective use of linguistic means in a social context. This is expressed in the correct choice of linguistic forms and speech structures, depending on the purpose of the statement and the communication situation” [5; p.39]. And in relation to dialect and accent, it includes the ability to recognize the linguistic characteristics of social classes, place of residence, origin, and occupation.

Professor T.M. Balykhina interprets “sociolinguistic competence as a system that includes rules of politeness, communication stamps, etiquette forms, as well as identification of a person in terms of origin, professional activity, etc.” [5: p.39].

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 influences 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 figures of speech, specific rules of speech communication characteristic of the country of the language being studied, that is, the originality in the language, which indicates influence of 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 accepted 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 identify individual components whose proficiency requirements can be described more accurately and, accordingly, can be measured and monitored.

Such components include:

- Etiquette formulas of greeting, farewell, address, gratitude.
- Expressing a polite request, wish, interest, concern.
- Congratulations, expressions of condolences, expressions of gratitude.
- Expressing regret, using softening language.
- Expression of dissatisfaction, impatience, complaints.
- Understanding the most commonly used set expressions.
- Understand that there are differences in different varieties of 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 human mind.

To develop sociolinguistic competencies, it is necessary to use the following patterns of social relations:

- 1) Galleries and museums, a guide for tourists;
- 2) Station, airport, transport;
- 3) Weather forecast;
- 4) News, sports reports, interviews, newspaper text;
- 5) Texts with linguistic and cultural content;
- 6) Realities of the country of the language being studied;
- 7) Canons of politeness\etiquette;
- 8) Traditions/customs, clothing, features of national cuisine,
- 9) National proverbs, sayings, phraseological units and catchphrases.

It follows from this that in order to use the language of a particular linguistic community to the fullest, it is important to master the sociolinguistic rules of speech communication that characterize a given society, that is, to fully comprehend the impact of social factors on the speech behavior of participants in communication. Mastering one's native language usually involves acquiring various kinds of knowledge unconsciously, which facilitates the proper use of one's native language. 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.

4. Conclusion

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 desire of the speaker to make contact, but also on the ability to realize speech intention, which depends on the degree of proficiency in language units and the ability to use them in specific communication situations. These conditions for language proficiency constitute the essence of sociolinguistic competence, which has been put forward as one of the central categories of communicative linguistics and linguodidactics.

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