



Received: February 11, 2021
Accepted: March 15, 2021
Available online: March 25, 2021

Sevara Ziyaeva

Associate Professor, Uzbekistan State World
Languages University
Doctor of Pedagogical Sciences
Tashkent, Uzbekistan
E-mail: sevaraziyaeva75@mail.ru

Севара Зияева

Ўзбекистон давлат жаҳон тиллари университети
доценти
Педагогика фанлари доктори
Тошкент, Ўзбекистон

PRINCIPLES OF IMPROVING SOCIOLINGUISTIC COMPETENCE AMONG STUDENTS OF PHILOLOGICAL UNIVERSITIES

ANNOTATION

Developing sociolinguistic competence of philology students focuses on training and actualization of a certain set of components of sociolinguistic competence - the sociolinguistic paradigm that imposes a specific form on the individual speech behavior depending on the given social environment and the prevailing social and communicative context. The training system for the improvement of sociolinguistic competence of students should be based on didactic and methodological principles, enriched with special sociolinguistic content, which is the basis for the improvement of knowledge, skills, and abilities of students to build their speech behavior based on the speech profile of the interlocutor, taking into account sociolinguistic norms of communication adopted in a particular socio-communicative context.

The improvement of sociolinguistic competence of students of philological faculties in teaching foreign languages is facilitated by teaching means of expressing sociolinguistic content through the prism of their functional content. The principle of contextual-thematic representation of teaching material implies that the very sociolinguistic nature of language functioning is inherently situational. The principle of centrism involves teaching sociolinguistic competence with a gradual increase in the complexity of the sociolinguistic material

ФИЛОЛОГИЯ ЙЎНАЛИШИДА ТАЪЛИМ ОЛАДИГАН ТАЛАБАЛАРНИНГ СОЦИОЛИНГВИСТИК КОМПЕТЕНЦИЯСИНИ РИВОЖЛАНТИРИШ ТАМОЙИЛЛАРИ

АННОТАЦИЯ

Ушбу мақолада филология йўналишида тахсил оладиган талабаларнинг социолингвистик компетенциясини такомиллаштириш принциплари кўриб чиқилган. Филология йўналишидаги тахсил олаётган филолог-талабаларнинг социолингвистик компетенциясини такомиллаштириш, уни шакллантириш ва ривожлантириш моҳиятан фарқ қилади, зеро, такомиллаштириш босқичида индивидга мажбуран берилувчи мавжуд ижтимоий муҳит ва шаклланиб қолган ижтимоий-коммуникатив контекст нутқий ҳолат шаклини социолингвистик компетенция – социолингвистик парадигманинг муайян компонентларини жамлашни актуаллаштириш таълим жараёнининг муҳим аспекти сифатида намоён бўлади.

Талабаларнинг социолингвистик компетенциясини ривожлантириш бўйича таълим тизими махсус социолингвистик мазмундаги умумий дидактик ва ўзига хос услубий принципларга асосланиши керак. Бу эса ушбу ижтимоий-коммуникатив шароитда қабул қилинган социолингвистик принциплар билан бирга ўқувчиларнинг суҳбатдош нутқий портрети асосида ўз нутқий хулқ атворини шакллантириш бўйича зарур билим, кўникма ва малакаларини ошириш учун асос бўлади. Университетларнинг филология факультети талабаларининг чет тили бўйича социолинг-

studied in order to teach students to identify sociolinguistic parameters of communication situations in different social dialects, to identify social characteristics of the interlocutor by social markers in his speech and to build their socially correct speech behavior.

Key words: principles, competence, linguistic higher education institutions, sociolinguistic competence, education, social marker, speech behavior, communicative competence.

вистик компетенциясини такомиллаштиришга уларнинг турли хил коммуникатив регистрлари билан ўзаро боғлиқлиги нуқтаи назаридан социалингвистик контентни функционал аспектда ифода этиш воситалари ҳамда уларнинг ижтимоий белгиларини ҳисобга олган ҳолда ўргатишга ёрдам беради. Ўқув материаллини ситуацион-тематик намойиш этиш принципи тилнинг ижтимоий-лингвистик табиати дастлаб ситуацион (вазиятга мувофиқ), яъни, ўзини фақат маълум ижтимоий ва коммуникатив вазиятларда намоён қилади. Концентрализм принципи ўқувчиларни турли хил ижтимоий лаҳжалардаги мулоқот вазиятларининг социалингвистик параметрларини, ижтимоий хусусиятларини суҳбатдош ўз нутқида ижтимоий белгилар билан ва шу билан бирга, талабаларда социалингвистик компетенцияни такомиллаштириш бўйича унинг компонентларини босқичма-босқич ўргатишга асосланган дидактик таъминот мажмуи тавсия этилган.

Калит сўзлар: принциплар, компетенция, филологик университетлар, социалингвистик компетенция, тренинг, ижтимоий маркер, нутқий хатти-ҳаракат, коммуникатив компетенция.

INTRODUCTION

In the world theory and practice of teaching foreign languages, the concept of communicative competence in general and sociolinguistic competence in particular in the system of modern education becomes especially topical due to the intensive development of information technologies and radical changes in the sphere of economic activity and everyday life of people and involves consideration of sociolinguistic factors in the speech behavior of communicants.

In improving the sociolinguistic competence of linguistics students in teaching a foreign language, the development, and implementation in the learning process of a new typology of educational and linguistic tasks aimed at revealing the ability of students to recognize sociolinguistic indicators of speech by the social context of communication are of particular relevance.

The criterion for assessing the quality of higher education is the development of a set of competencies as the experience of students in a particular area of activity. Competence-based learning is based on the competency-based approach, which ensures that learners acquire knowledge, skills, and abilities in various fields of activity and develop personal qualities that allow them to successfully apply these knowledge, skills, and abilities to implement specific communicative intentions.

DEGREE OF THE STUDY OF THE PROBLEM

At the heart of the successful functioning of individuals is the availability of

general cultural and professional knowledge and experience, which allows making deliberate decisions to achieve the objectives set.

In foreign language teaching methodology, in recent times the most required is the formation, development, and improvement of the ability of students of philological faculties to practice the language in different communicative spheres and situations.

Competence, as we view it, includes competencies that cover all spheres of human activity, social and professional-labor relations. In the education system, these competencies are usually differentiated into general cultural competencies, reflecting the general level of cultural and educational training of students, and professional competencies, which are conditioned by the relationship and correlation of competence formation and development with the studied subjects. Thus, communicative competencies, is a set of competencies designed to ensure effective communication in a given context, plays an important role in the performance of professional activities, along with the individual's professional abilities.

Sociolinguistic competence is represented by linguistic markers of social relations, varying according to the status of speakers, the degree of their acquaintance, the register of communication, etc., rules of politeness, expressions of folk wisdom, and registers of communication, dialects, and accents.

In this article, we define communicative competence as knowledge, abilities, and skills of the functioning of speech activity in the native or learned language in accordance with communicative intentions and communicative context.

THE RESULTS AND REFLECTIONS

In this research we understand competence as the formed ability and readiness of a person to perform activities, which are implemented through a set of competences - "the integrity of knowledge, skills and abilities that ensure professional activity of a specialist" [Belikov V.I., 2001; 23].

Competence is considered as "the mastery, possessing by the pupil of the relevant competence, including his/her personal attitude towards it and the subject matter of the activity. Competence is an already established personal quality (a set of qualities) of a student and minimal experience of activity in a given sphere" [Khromov S.S., Kameneva N.A., 2015; 112]. It is a "mastery of manifestation of the basics of competence norms on a creative basis in work practice based on the requirements of society" [Rahimov G., 2017; 40].

Those competences that are of meta and interdisciplinary nature, i.e. are formed in the process of studying a set of academic disciplines, which are generally cultural competences. General cultural competences can be of socio-personal (interpersonal), general scientific (systemic) and instrumental nature, which serve as criteria for their subdivision into the following subtypes:

- 1) general scientific competences - knowledge of the conceptual framework, knowledge of the trends in the development of the studied sciences, their interdisciplinary relations, ability to follow systemic relations, to integrate knowledge from different fields of sciences, etc;

- 2) research competences - knowledge and skills of planning and organizing various studies, analyzing scientific work and practical material, writing own scientific text, etc;
- 3) general linguistic competences - knowledge of basic terminology, subject matter, methods of linguistic analysis, etc;
- 4) communicative competencies - knowledge and ability to build communication according to communicative objectives and context; etc. [Umarkhuzhaev M.E., 2010; 76-86].

General science competences include the ability to broaden and deepen independently one's scientific outlook, the ability to implement new developments in science, technology and information technology into one's social and professional activities, etc.

As our analysis of the project «Configuring Educational Structures in Europe» has shown research and general linguistic competences are presented as instrumental and include:

- ability to analyse and synthesize;
- the ability to organize and plan;
- basic knowledge in various fields;
- thorough training in the basics of professional knowledge;
- written and oral communication in the mother tongue;
- knowledge of a foreign language;
- elementary computer skills;
- information management skills (the ability to find and analyse information from different sources);
- problem solving;
- decision-making [Nazarova G.I., Nizamieva L.R., 2016; 21-22].

This allows us to conclude that instrumental competences are the ability to understand and apply information, to organize and manage a process, to build strategies for actions in solving tasks, the ability to use information technology, the command of literature norms and expressive means of language, etc.

Communicative (socio-personal) competences include an individual's ability to improve their professional skills, to work on themselves continuously, to be able to critically analyse their intellectual, cultural, professional experience and social communication skills, readiness to apply in practice their professional, creative and research qualities in relations with society, in managing a team on the basis of the spiritual, moral and legal principles of society, ability to work in the team

Competence as the ability and readiness of an individual to perform professional activities of learners implies that the individual possesses three large, according to D.A. Ivanov, classes of competences:

- 1) professional (specialized) - for the specialist to carry out his or her professional activities;
- 2) above the professional - to work effectively in the organization;
- 3) key competences - for successful socialization of each member of a certain

society. [Ivanova M.A., 2008; 8-9].

Based on the research of our forerunners, we believe that vocational competences predetermine the ability of individuals to solve vocational tasks in various real-life situations of their work activity with the help of knowledge, vocational skills, life values, beliefs and inclinations.

Above professional competences along with professional competences form "the basis of any professional activity (from secretary to director)" and are "a prerequisite for timely adaptation of an employee to constantly changing social conditions" [Andronkina N.M., 2009; 157].

Key competencies are defined as the most general (universal) abilities and skills that enable a person to understand situations and achieve results in personal and professional life in an increasingly dynamic modern society.

One cannot ignore the fact that professional competencies, formed in the process of studying subjects in a particular chosen specialty, may have specific differences in different branches of professional activity. For a teacher, it is, for example, the ability to perform effective professional activities based on didactic, psychological, linguistic, methodological, psycholinguistic, etc. knowledge and constructive, organizational, cognitive, communicative, managerial skills. The following types of professional competencies come to the forefront for the teacher:

1) linguistic competence (knowledge of the language system and the ability to use it are necessary for teachers not only to adequately understand the speech of others and to express their own thoughts in oral and written form but also to analyze students' speech in terms of its compliance with the standards of the literary language understudy);

2) speech and communicative competencies (knowledge and mastery of a variety of linguistic expressive and stylistic means allows the teacher to use the language as a means of communication in different spheres of activity and different situations);

3) methodological competence (the ability to teach a language enables the teacher to use the language for professional purposes).

We believe that to ensure the acquirement of specialized professional competencies in the field of linguistics, the content of teaching foreign languages, particularly German, to students of philological faculties of universities is based on the knowledge of the system of the language studied and its constituent language units, on the culture of speakers of a given language, on stylistic features of functioning of language units in different spheres and situations of communication. Besides, the content of foreign language teaching includes speech skills and abilities, the ability to apply the acquired knowledge and formed skills and abilities in various communication situations, learning skills, as well as speech material (texts, speech patterns, sentence patterns, topics, and communication situations) [Zolton D., 2005; 282].

As we can see, three main components can be distinguished in the context of foreign language teaching for students of philological faculties of higher education:

1) information on the language system, its stylistic and culturological

characteristics;

2) set of skills and abilities: a) speech; b) communicative; c) learning;

3) speech material.

Sociolinguistic competence as one of the components of communicative competence

In the formation, development, and improvement of foreign language speech of German language philology students, the need to include sociolinguistic factors in the teaching methodology and process is becoming increasingly relevant.

The point is that, as N.B. Mechkovskaya reasonably points out, "any norms, including the linguistic ones, are inherently conservative: they legitimize the established and recognize this order as binding in the future. At the same time, any norm cannot help changing: immobile, fixed norms would fall hopelessly behind and break away from the changing life they are meant to regulate. ... Excessive conservatism of the norm would lead to an ever-widening gap between literary languages, above all its written styles, and live speech. This, on the one hand, would stifle the development of written speech, and on the other hand, would be tantamount to admitting that everything that happens in spoken speech is lawlessness and chaos" [Merkuryeva V.B., 2012; 140].

We believe that the traditional methodology of teaching foreign language student philologists focuses on teaching the regulated, normative aspect - the neutral norm of language use. Such an approach to language teaching is not quite justified, because in reality, as practice shows, this approach cannot ensure the full effectiveness of students' communication in German with native speakers of the language as a native one. This is due to the fact, in our opinion, that to establish and maintain the necessary contact with them, students must possess, along with the normative aspect of language, a certain body of knowledge, skills, and abilities to detect deviations from norms in foreign language speech, identify their causes and assess the appropriateness of their use in a particular communicative and situational context.

We share the view that such knowledge, skills, and abilities of students form the basis of students' communicative competence, which is defined "not only as mastery of grammar and vocabulary levels (linguistic competence) but also as the ability to choose options due to situational, social or other extra-linguistic factors ('situational grammar'). C.c. (communicative competence – C.Z.) is acquired by an individual in the process of socialization, on the other hand, it allows a person not just to be aware of speaking a given language, but also to feel like a member of a socially conditioned system of communication" [Selevko G.K., 2006; 91].

The effectiveness of communication in a foreign language (German) depends on many factors, the key ones being:

- the process of socialization;
- the social context that determines the characteristics of communication;
- the level of learners' proficiency not only in grammar but also in the system of its use depending on the relationship between the speakers, the place, the purpose of the utterance, etc.

In our view, the socialization process and the social context are extra-linguistic

in nature and influence the learners' level of linguistic nuance as a predetermining linguistic factor for effective communication in German.

This system of linguistic tools includes:

- 1) formulas of speech etiquette: the social and situational conditionality of the use of pronouns *du/Sie*, forms of address, verb singular/plural forms, etc;
- 2) linguistic means of expressing social relations depending on the status of the speakers they occupy in society: equal/different social status, mentor/student, superior/subordinate, doctor/patient, etc;
- 3) linguistic means of expressing social relations depending on the age category of the speakers: old/young, elder/younger, etc;
- 4) linguistic means of expressing social relations depending on the gender of the speakers: male/female, girl/boy, etc;
- 5) linguistic means of expressing social relations depending on the nature of motivation: a request, an order, a wish, etc. "Most of such rules are not prescribed anywhere, but for effective interaction between native speakers, their possession is necessary" [Selevko G.K., 2006; 91].

It is difficult to disagree with the fact that the ability of learners to build effective communication "is formed in conditions of direct interaction, so it is the result of the experience of communication between people. This experience is acquired not only in the process of direct interaction but also indirectly, including literature, theatre, cinema, from which a person receives information about the nature of communicative situations, features of interpersonal interaction, and ways of their solutions. In the process of mastering the communicative sphere a person borrows from the cultural environment means of the analysis of communicative situations in the form of verbal and visual forms" [Korneeva N.A., 2011].

The social orientation of learning is important, which predetermines the allocation of a sociolinguistic component in the communicative competence of students, which is called *sociolinguistic competence*.

As the analysis of scientific and methodological literature shows, sociolinguistic competence is considered in two perspectives:

1) sociolinguistic competence as an autonomous component of communicative competence along with linguistic and pragmatic competencies. Sociolinguistic competence as an independent component of communicative competence is understood as knowledge, abilities, skills to use and transform language forms depending on communication situation, communicative tasks, topic, place of communication, social roles of communicators, etc.

2) sociolinguistic competence as a component of socio-cultural competence, which is an integral part of communicative competence. In this interpretation, sociolinguistic competence is defined as the linguistic features of social strata of different generations, genders, social groups, and dialects.

In essence, we agree with the view that sociolinguistic competence has a connection with socio-cultural competence in the sense that it contributes to the formation of one's own speech culture and helps the subject to choose means with

regard to national speech characteristics, considering not only specifics of speech etiquette but also appropriate non-verbal means.

In general, as we have revealed, the approach to the definition of sociolinguistic competence as an independent component of communicative competence is based on the understanding of sociolinguistic competence as the ability of a linguist to organize his speech behavior adequately to communication situations, taking into account communicative purpose, intention, social statuses, roles of communicants and communication environment following sociolinguistic norms and the settings of a particular national-linguistic and cultural community [T.I. Gustomyasova, 2010; 103].

The proponents of the second approach explain the definition of sociolinguistic competence as one of the sub-competences of communicative competence, which is part of the structure of socio-cultural competence, as follows: "Sociolinguistic competence consists in the knowledge of socio-cultural rules of language and discourse. This type of competence requires an understanding of the social context in which language is used, namely an understanding of the role of each of the interlocutors, the information they exchange, the function of their interaction. Only based on this context can one judge the appropriateness, relevance, and accuracy of an individual utterance" [Pak I.Y., 2017; 36]. Proponents of this approach consider foreign language as a tool of communication in the dialogue of cultures and civilizations of the modern world.

According to Yakubov, sociolinguistic and socio-cultural competencies are included in social competence, which is manifested in the formation and development of students' understanding of the importance of learning a foreign language, the need to communicate in it as a means of independent work, and social adaptation, fostering civic and patriotic qualities, desire and intention of intercultural communication in a foreign language [Erofeeva E.V., 2010; 53- 54]. It seems to us that such a correlation of social competence, represented by competencies of health protection, citizenship, communicative social interaction, information-technological [M.F. Ovchinnikova, 2008], and sociolinguistic and socio-cultural competence inadequately reflects the hierarchical relationship between them since the latter are sub competences of communicative competence, which is part of social competence.

We believe that sociolinguistic competence, which we understand as the ability to carry out the choice of language means in accordance with the conditions of the communicative act, i.e. "those social regulations, which are adhered to a given language community" [Nefedova L.A., 2012; 8], is appropriate to consider as an independent component of communicative competence and not include in sociocultural competence, because when forming sociolinguistic and sociocultural competences two completely different goals are pursued. For example, when forming sociolinguistic competence, the subject of study and mastering becomes the condition of the use of certain language means depending on the social situation, while socio-cultural competence implies the formation of knowledge, skills, and abilities of speakers to use correctly national and cultural features of social and speech behavior of native speakers.

The emphasis on sociolinguistic competence as a component of socio-cultural competence "as one of the learning objectives for undergraduates is due to

the possibilities of the language teaching process in a language institute: practical orientation of the "foreign language" subject and its aspects - practical phonetics, practical grammar, speech practice of the language studied, foreign language communication practice, as well as a greater number of class hours allocated to mastering these disciplines" [T.I. Gustomyasova, 2010; 103].

In this respect, we assume that socio-cultural competence, in general, is the possession of background knowledge, which determines the speech and social behavior of speakers. Background knowledge is "knowledge characteristic of speakers of a given language, providing speech communication, in the process of which this knowledge manifests itself in the form of semantic associations and connotations, compliance with the norms of speech behavior of native speakers" [Zolton D., 2005; 340].

However, the background knowledge manifested as "semantic associations and *connotations*, compliance with *the norms of speech behavior of native speakers*" is not homogeneous in nature, since "semantic associations and *connotations*" are most often predetermined by national realities, the national culture of the people, while "compliance with the *norms of speech behavior of native speakers*" is determined by speech etiquette. In this regard, some researchers distinguish between *socio-cultural competence* and *sociolinguistic competence* as two autonomous components of communicative competence: "Sociolinguistic and socio-cultural competence are formed based on background knowledge. Sociolinguistic competence provides information on the use of language in various communication situations following the accepted norms of their application. Socio-cultural competence gives an idea about the rules and social norms of behavior of native speakers, traditions, the culture of the country of the learned language" [Zolton D., 2005; 340].

In our opinion, sociolinguistic competence should be considered separately from socio-cultural competence because these two varieties of communicative competence differ in their content, strategy, orientation, approaches to teaching foreign languages and have different barriers when communicating with native speakers of the foreign language under study.

Unlike socio-cultural competence, sociolinguistic competence is "the knowledge and skills required to use language effectively in a social context. It is expressed in norms of politeness, registers of communication, linguistic markers of social relations, expressions of folk wisdom" [Zolton D., 2005; 288]. The components of sociolinguistic competence are:

- 1) linguistic markers of social relations;
- 2) norms of politeness;
- 3) variability;
- 4) variability in the register of communication;
- 5) adequate use of stable expressions, quotations, etc. [Bagrov Y.D., 2017; 177].

For a foreign language learner, the main medium of functioning most often is young learners and the foreign language teachers and the main type of bilingualism is group non-contact bilingualism, in which often learners take a passive position, and

their teachers take an active position [Tomberg O.V., 2012].

It is hard to disagree that a foreign language in such an environment functions as a medium:

- 1) obtaining special education in foreign higher education institutions;
- 2) studying in foreign language faculties;
- 3) communication in classes;
- 4) communication in international firms;
- 5) publishing printed materials and as the language of the media and the Internet

[Tomberg O.V., 2012].

Limited to the sphere of use, such bilingualism generates certain interference in students' speech, which manifests itself at the phonetic, lexical-semantic and grammatical levels [Tomberg O.V., 2012].

We believe that the above applies equally to the situation of foreign language teaching in the Republic of Uzbekistan. Unlike the Russian language, the educational status of which is conditioned by the sociolinguistic situation in the republic [Dzhusupov M., 1991; 22], in the conditions of non-contact bilingualism in the Republic of Uzbekistan, English, German, Spanish, French, and many other languages are taught in educational institutions. The main type of Uzbek-foreign language bilingualism in Uzbekistan is also group non-contact bilingualism and often multilingualism.

In our opinion, philology students who learn German at Uzbek universities and are speakers of two or more languages (Uzbek, Russian, etc.) can be considered in most cases not only bilinguals but also multilingual.

In the process of communication monolinguals and bilinguals (polylingual) face the problem of choice in different hypostases: a monolingual faces the problem of choosing a variant of this or that language form, while a bilingual faces the problem of choosing one of the languages [Musaelyan I.F., 2014; 17]. However, let us recall that in both cases the choice is made to build a socially correct act of communication through verbal and non-verbal means.

The system of linguistic means is variable in nature, so there is variability in the speech text: complex action structures (e.g. complaints, doctor-patient discussions, negotiations) often have a wide range of possible variations [Gerard W., 1997; 65].

We believe that the choice of language variant in monolingual speech and the choice of a particular language in bilingual speech is often determined by social factors which interact with various socio-cultural and mental factors: "the various social, socio-cultural and mental factors influencing a bilingual's choice of language are subject to some rules of hierarchical ordering and therefore influence language choice in different ways. Thus, the improvement of sociolinguistic competence of university students in teaching foreign languages as a linguistic-methodological problem involves solving such problems as determining the type of bilingualism and sphere of communication in the studied foreign language to identify potential / actual interference in students' speech when using language in different social contexts and, on the other hand, creating realistic communicative situations for teaching the use of language units depending on sociolinguistic competence.

When studying the degree of research of the problem under consideration in the linguistic and methodological literature, it became clear that the few available developments are methods of forming sociolinguistic competence, intended mainly for students of non-language universities (universities of physical education, technical universities, tourism and service faculties) or language faculties of teacher training universities when teaching mainly English, based on oral communication components as communication in specific conditions [Musaelyan I.F., 2014; 7].

Based on analysis of the linguistic and methodological literature we can state that the formation of sociolinguistic competence of university students in teaching foreign languages challenges researchers and practitioners to define the content and components of sociolinguistic competence, develop criteria for its assessment, identify indicators of formation, create software and methodological support, develop methodological provisions and build a model of effective formation of sociolinguistic competence, etc.

At the stage of improvement of sociolinguistic competence we put the actualization of a certain set of components of sociolinguistic competence - sociolinguistic paradigm, which imposes a particular form of speech behavior on an individual depending on social environment and communication situation at the head of the training. Speech behavior as a social phenomenon is formed in different ways depending on the given social environment and the established socio-communicative context: participants of communication, conditions of its course and means of the communicative act, in which role relations, social status, and socio-psychological distance between the participants of communication are of particular importance.

German language students can adequately implement the types of speech behavior prescribed by the socio-communicative context if they correctly identify them and choose the appropriate ways of their linguistic expression. Verbal and non-verbal means of expression of speech behavior in a particular social communication context constitute a speech portrait of representatives of social dialects, or sociolects, which is based on the speech behavior of communication participants conditioned by the socio-communicative context. The speech portrait reflects the features typical of certain social strata of society and is therefore defined in the linguistic literature as a sociolinguistic portrait.

The skills and abilities of the German language students to recognize sociolects from their speech portrait and to build a socially correct communicative act with them are based on the ability to identify different biological (physiological) and social factors influencing the speech behavior of communication participants and implying the choice of certain verbal and non-verbal means of communication expression (speech etiquette, parameters of speech related to intonation, socially labeled vocabulary, etc. discourse markers that form a specific social context. The social factors that influence the speech behavior of the participants of communication and imply the choice of certain verbal and non-verbal means of communication (speech etiquette, intonation parameters of speech, socially marked vocabulary, etc. discourse markers)

When developing and improving the sociolinguistic competence of students

philologists learning German, it should be kept in mind that the speech behavior of a speaker is determined by both internal characteristics of a linguist and external conditions of speech production, which together form a social image of a linguist whose dynamism depends on the goals he/she pursues and the speech behavioral actions he/she performs in the process. In this regard, students of philology face the task of learning not only to identify the social image of the interlocutor but also to know the factors contributing to its dynamic transformation and build with them socially correct communicative act in various social and situational conditions of communication, which will be distinguished by its pragmatic efficiency.

Thus, the language students should be able to recognize the representatives of different sociolects in their speech portrait by their individual and collective properties and their linguistic, psychological, ethnocultural, age, gender, social characteristics, which are typical for the majority of representatives of a given community. On the other hand, in their speech behavior philology students should choose such variants of linguistic units which would simultaneously correspond to both the existing socio-communicative context and the image of a teacher, which is possible if they master the basics of a model speech portrait of a philological teacher to successfully apply it in their future professional activity.

Consequently, the development and improvement of sociolinguistic competence of German language students should be carried out through the prism of teaching the skills and abilities to recognize the speech portrait of sociolect speakers as a medium of specific language use in a social context and subsequent construction of socially correct speech behavior taking into account the reference speech portrait of a philologist-teacher.

On this basis, the content of foreign language teaching for Bachelors at the C1 level is aimed at developing and improving the relevant components of foreign language communicative competence. The subject content of foreign language communication for the C1 level is presented:

- 1) everyday topics (diet, parenting, etc.)
- 2) social topics (ethics in medicine, science, and technology, social problems, youth and law, social responsibility);
- 3) socio-cultural themes (acculturation, culture shock, social differences, maintaining cultural identity, behavior in intercultural situations, exercising caution when organizing cultural material)
- 4) professionally oriented topics (problems of linguistics and sociolinguistics, language teaching, language learning, etc.).

Principles for improving sociolinguistic competence

Sociolinguistic knowledge includes both linguistic and extra-linguistic data, which include the situation of communication, the status of the communicants, their social roles, the social distance between them, age, gender, etc.

Sociolinguistic knowledge is, therefore, the information about the peculiarities of different language functioning depending on social factors. Sociolinguistic

competence, accordingly, can be considered as formed if students have mastered the patterns of language use in different socio-communicative contexts.

Considering the numerous socio-communicative contexts of language functioning, it follows that teaching sociolinguistic competence in German is based on learning a huge amount of sociolinguistic knowledge, which is unrealistic to master within the disciplines of the specialty in the short period of the few hours allocated in the curriculum without using innovative, pedagogical, and communicative technologies.

Teaching sociolinguistic competence to university students is based on four universally recognized groups of interrelated, interconnected principles that form a unified system and ensure the achievement of the educational objective:

- a) linguistic principles;
- b) psychological principles;
- c) didactic principles (general didactic, general methodological);
- d) methodological principles (particularly didactic, particularly methodological)

[Zolton D., 2005; 220].

By linguistic principles linguistic principles of lexical selection for the purpose of compiling lexical minimums and training dictionaries, namely: the principle of word combination, the principle of word-formation value, the principle of word multiplicity, the principle of stylistic irrelevance, the principle of word structure, the principle of frequency [Zolton D., 2005; 124].

Psychological principles of learning are represented by the principle of motivation, the principle of taking into account the individual-psychological characteristics of students, the principle of stages in the formation of speech skills and abilities, the principle of adaptation processes, the principle of automation of speech units, the principle of "linguistic self", etc.

The didactic principles of learning, equally acceptable in teaching any subject, including the principle of science, the principle of educational learning, the principle of consciousness, the principle of activity, the principle of clarity, the principle of consistency and systematicity, the principle of assimilation, the principle of accessibility (feasibility), the principle of individualization, the principle of intensity, the principle of optimization, the principle of teacher professional competence, the principle of professional orientation, etc.

The methodological principles of teaching include the principle of communicativeness, the principle of functionality, the principle of the syntactic basis of teaching, the principle of situational-thematic representation of the teaching material (the principle of situational-thematic organization of the teaching material), the principle of consistency, the principle of complexity and differentiation, the principle of centrism, principle of taking into account the native language (principle of reliance on the native language), the principle of oral advancement (principle of oral basis), the principle of specialization, the principle of non-translation, the principle of approximation, the principle of intercultural interaction, the principle of interaction of all main types of speech activity, the principle of stylistic differentiation, the principle of minimization, etc.

These methodological principles of teaching are divided into general and specific ones. The group of general, universal, independent of the specific goals and conditions of learning methodological principles include the principle of communicativeness, the principle of native language, the dominant role of exercises in all areas of language acquisition, etc., while the group of private methodological principles reflecting the specific conditions of learning and representing the concretization and development of general methodological principles are the principle of interrelated learning of speech activity, the principle of oral advancement, the principle of intensity, the principle of globalization, the principle of the development of the language of speech, the principle of the development of the language of instruction. At the same time, the methodological principles of teaching aimed at the implementation of the communicative-activity approach to learning should be considered basic, and the principle of taking into account the native language and the principle of relying on the subordination of language knowledge and speech skills to communicative skills arising from the conscious systematization of language material - additional ones [Zolton D., 2005; 141].

Teaching sociolinguistic competence in a foreign language to students of philological faculties is based on general didactic and special methodological principles, which are defined differently by various methodologists. For example, to effectively form sociolinguistic competence of future translators O.S. Bobrikova considers it advisable to rely on such didactic principles as science, consistency and systematization, consciousness, activity and independence, visibility, accessibility, the strength of learning outcomes, unity of educational, training and developing functions, consideration of individual characteristics of students [Bobrikova O.S., 2018; 12-13]. O.S. Bobrikova writes about the importance of "implementing the principle of equality of all philosophical views within the system of values while maintaining the diversity of cultural and ethnic features. Spiritual, cultural, and moral values of native and foreign-speaking society should be interiorized into personally significant values for each student" [Bobrikova O.S., 2018; 12].

According to A.V. Guseva, the effective formation of sociolinguistic and intercultural analysis skills in future foreign language teachers depends on the basis of authentic fiction texts selected according to the principles of communicativeness, the difficulty of the content of the studied material, comprehensiveness, developing potential of texts, motivation, authenticity, consistency addition, the selected texts to form the skills of sociolinguistic and intercultural analysis should have a socio-cultural orientation, correspond to certain speech genres, be integral within one topic, and have semantic completeness and a clear logical and semantic structure [Gunyasheva G.A., 2012; 53-55]. As we can see, sociolinguistic competence, according to A.V. Guseva, is a component of socio-cultural competence, the formation of which among future foreign language teachers is possible, in her opinion, based on the principles of maximum objectivity of information about presented socio-cultural facts and phenomena, comparativeness (contrastive country studies), interactivity and communicativeness [Gouniasheva G.A., 2012; 59].

E.S. Nechaeva proposes to form students' sociolinguistic competence based on the socio-phonetic component of general didactic principles of teaching: the humanitarianization principle, the fundamental principle, the scientific principle, the consistency and systematization principle, the accessibility principle, the practice-oriented approach in teaching, the dialogic approach, as specific principles are indicated: the principle of integrity, the principle of sociolinguistic receptivity of the language, the principle of taking into account the level of proficiency in the socio-phonetic aspect of English speech [Nefedova L.A., 2012; 15].

N.J. Dagbaeva and M.F. Ovchinnikova point out the principles of sociolinguistic competence formation of students at the initial stage of a language school as the principle of scholarship, the principle of communicative (speech) orientation, the principle of functionality, the principle of stylistic differentiation, the principle of problems, the principle of speech-behavioral strategies, the principle of dialogue of cultures, the principle of student autonomy in learning activities to master a particular foreign language [T.I. Gustomyasova, 2012; 103-105].

Regardless of which principles are taken as the basis for shaping students' sociolinguistic competence, they are all predetermined by the learning objectives. We agree with N.J. Dagbaeva and M.F. Ovchinnikova, who argue that the general methodological principles of foreign language teaching, implemented in the formation of students' sociolinguistic competence, have a special sociolinguistic content [T.I. Gustomyasova, 2012; 103]. The well-known methodological principles are also filled with a special sociolinguistic content when improving the above-mentioned competence of students of philological faculties of universities when teaching foreign languages.

The principle of communicativeness. The principle of the communicative, or communicative orientation of teaching is considered one of the leading methodological principles, which ensures the effectiveness of foreign language teaching by organizing and conducting it in natural or as close as possible to the conditions of communication and in this regard, "the learning process is a model of real communication" [Zolton D., 2005; 213]. The application of the communicative principle at the initial stage of teaching sociolinguistic competence to students philologists learning a foreign language "provides a natural need for repeated repetition of language and speech material, creates psychological readiness of students to speech communication, trains them in choosing the necessary speech option in educational and speech situations of communication; introduces the norms and values of the country of the studied language, adapts to the conditions of communication, adopted in English national-linguistic-cultural community; fosters independence and cooperation, communicativeness and sociability; develops motivation for learning activities, empathy, reflection, imagination, and creative abilities" [Gustomyasova T. I., 2012; 104].

When improving the sociolinguistic competence of students of philological faculties in teaching foreign languages, the communicative principle is implemented in the creation of authentic and problematic situations of communication, stimulating creative activity of students, organization of teamwork aimed at promoting cooperation

skills, application of the functional approach to the study of grammar forms and structures in German, etc.

The principle of functionality. The principle of functionality means learning words and their grammatical forms directly in the process of performing speech activity: when confirming a thought, expressing doubts about what has been heard, asking a question about something, prompting the interlocutor to action, etc. As K.A. Zakharova writes, the principle of functionality makes it possible to include "new lexical units in context, taking into account sociolinguistic norms" [Zakharova K.A., 2017; 27].

The improvement of sociolinguistic competence of students of philological faculties in teaching foreign languages is facilitated by teaching means of expressing sociolinguistic content through the prism of their functional load. Language units, be they phonetic or lexical-grammatical when improving sociolinguistic competence should be taught in terms of their correlation with different registers of communication, their social labeling, i.e. in terms of their functions in one or another socio-communicative context.

The principle of syntactic-based learning. According to the principle of the syntactic basis of learning "from the very first steps of teaching the student should be able to structure a sentence, to use it as a minimal functioning unit" and "the methodical organization of grammatical material is reduced to the parallel teaching of syntax and morphology. The main attention is paid to the functioning of morphological forms and meanings, the sequence of which is determined at the stage of selecting syntactic structures, and the selection of grammatical meanings is consistent with the introduced lexicon" [Zolton D., 2005; Safonova V.V., 1992]. The aim of improving the sociolinguistic competence of students of philological faculties in teaching foreign languages is to teach them to build socially correct communicative act, which is based on socially marked speech. The identification of sociolinguistic features of speech is possible only within a sentence as the basic unit of speech; therefore, the improvement of sociolinguistic competence of students should be based on teaching grammatical forms and meanings of syntactic constructions within the framework of the principle of the syntactic basis of learning.

The principle of situational and thematic representation of learning material (the principle of situational and thematic organization of learning material)

When improving sociolinguistic competence of students of philological faculties of universities in teaching foreign languages, the creation of authentic communication situations is of importance, which allows, firstly, demonstrating the features of sociolinguistic variation of speech in various socio-communicative contexts and, secondly, facilitating the process of learning sociolinguistic material by simulating real communication and, consequently, increasing motivation for learning.

The principle of situational-thematic representation of the teaching material when improving sociolinguistic competence of students philologists learning the German language is one of the fundamental ones, as the sociolinguistic nature of language functioning is initially situational, i.e. it manifests itself only in certain

socio-communicative situations.

The principle of consistency. The principle of consistency in improving sociolinguistic competence of German language students consists in revealing systemic interrelations of sociolinguistic competence components, namely: linguopragmatic (mastery of communicative behavior models and methods of its regulation), linguistic (ability to use socially colored vocabulary, idioms, speech etiquette, paremy with national-cultural component), situational (ability to vary speech depending on situational-communicative context) and social-status (ability to build socially correct speech behavior with regard to established relations with interlocutor) components as structural components of a single whole.

The principle of comprehensiveness and differentiation. Improvement of sociolinguistic competence of students of philological faculties of higher educational institutions while teaching foreign languages is based on complex mastering by philological students of all types of speech activity as well as all language aspects, because "there are differences between oral and written, *productive and receptive types of speech activity*, related to the set of linguistic means, the distribution of functions between *the analyzers* and the essence of the processes of *speech generation* and perception", as well as "when teaching speech activities and aspects of language, they are mutually reinforced, which facilitates the output of *language material* into speech and the transfer of *speech skills* and abilities from one type of speech to another" [Zolton D. 2005; Safarov S.S., 2018]. The social coloring of speech manifests itself at all levels of language, which requires differentiated teaching of German language students the skills and abilities to identify the sociolinguistic features of spoken and written texts and to produce such speech independently in spoken and written forms.

The principle of concentricism. In improving sociolinguistic competence of students-philologists learning the German language, the principle of concentricism determines the stages of learning, based on the presentation of sociolinguistic material according to increasing complexity and aimed at gradual expansion of sociolinguistic knowledge, skills, and abilities of students. The principle of concentricism implies identifying typical communicative situations in different socio-lexes, identifying their primary and secondary sociolinguistic parameters, determining the accompanying social markers of speech, and studying the relevant sociolinguistic material for specific concentrations. With each cycle, the sociolinguistic learning material becomes more complex and in the final concentrations, the students should be able to identify accurately the social characteristics of the interlocutor from his/her speech portrait and to build socially correct speech behavior considering these characteristics.

The principle of mother tongue consideration (the principle of relying on the mother tongue). This principle means that in the process of mastering a foreign language, acquiring the knowledge, skills, and abilities developed in the mother tongue are transferred to the target language. The influence of the mother tongue can be positive or, often, negative. Of the two possible forms of implementing the principle of taking the mother tongue into account, namely: a) latent (hidden) grounding, consisting in the selection and presentation of material in a foreign language to prevent

possible interference of the native language; b) conscious comparison of similarities and differences of the native and foreign languages [Zolton D., 2005; Sviridov D.O., 2015] when improving sociolinguistic competence in German language students, the second form is most appropriate when introducing new sociolinguistic material for learning, and the first form at the stage of revision and control. In general, the existing similarities between the mother tongue and the target language accelerate the process of acquiring sociolinguistic knowledge, skills, and abilities in German, while the differences require the additional practice of coding exercises for new information.

The principle of oral advancement (oral basis principle). Audiovisual and audio-lingual teaching methods predetermine the organization of teaching speech activities in foreign language learning in the following sequence: listening - speaking - reading - writing [Zolton D., 2005; Sviridov D.O., 2015]. When improving sociolinguistic competence in foreign language teaching of students of philological faculties this principle contributes to intensive mastering of the features of sound and rhythmic-intonation speech formation as one of the main sociolinguistic means of forming German sociolects, which has a wide range of information content (can indicate the social status of the speaker, gender, age, social origin, relations between interlocutors, etc.). The German language has a range of informativity (it can indicate the social status of the speaker, gender, age, social background, social origin, relationships between interlocutors, etc.) and the subsequent gradual transfer of the learned sociolinguistic skills and abilities by analogy to reading and writing. This approach to teaching sociolinguistic competence is justified above all by the fact that most sociolinguistics is based on an oral form of language and the relevance of reading and writing is increasing with the development of globalization and information and computer technology.

The principle of taking into account the specialty. Improving sociolinguistic competence of German language students is specific to the fact that as future students - philologists should, on the one hand, have a good command of the codified literary language and, on the other hand, be competent in the nuances of language functioning outside literary norms, in various sociolects and dialects. In other words, students in the discipline need to know the sociolinguistic features of the language not just at the level of a user, but also at the level of a professional philologist.

As a result, the selection of sociolinguistic material is based on a wide range of situations that include both purely professional-philological (pedagogical) speech-behavioral skills as well as the speech-behavioral skills needed by philologists in their interaction with other German-speaking sociolects.

The principle of non-interpretation. At the stage of improving sociolinguistic competence of students of philological faculties of higher education when teaching the German language, the principle of non-interpretation takes a special place, as the sociolinguistic competence itself has already been formed and developed by students, students not only understand complex structural, stylistically heterogeneous texts but also learn to recognize the hidden meaning, identify the semantics of unfamiliar lexemes from the contextual surroundings. In cases of difficulty, the descriptive

method of interpretation is used. Nevertheless, the mother tongue is widely used in the learning process for comparative/translation purposes and as one of the means of controlling the degree of acquisition of sociolinguistic material.

The approximation principle. The principle of ignoring minor communicative deficiencies in the speech of philological students while creating sociolinguistic texts addressed to the representatives of certain German socio-lects is applied only because of the priority in this case of correct selection of sociolinguistic markers to the given socio-communicative situation. Pointing out non-sociolinguistic communicative errors made by the students, if necessary, is acceptable after the current task is completed and analyzed, as long as it does not block the students' activity or develop a fear of making a mistake.

The principle of intercultural interaction. Teaching students to be "one's own" among "strangers" implies drawing a parallel between native culture and the culture of the speakers of the learned foreign language: "for a more complete understanding of the studied (foreign language) reality it is necessary to learn native culture as well, because an adequate understanding of others is impossible without understanding oneself" [Gustomiasova T.I., 2010; 105].

Without taking into account the principle of intercultural interaction, which means "organization of the educational process, in which a teacher takes into account national and cultural characteristics of students in conditions of intercultural interaction with speakers of the target language" [Zolton D., 2005; 214-15], the improvement of sociolinguistic competence of students of philological faculties of universities in teaching foreign languages seems impossible, because, as G.T. Mahkamova rightly notes, "in the conditions of biculturalism and multiculturalism a student can identify with many discursive communities because he/she knows their language and their social and discursive behavioral strategies. However, he or she is not a speaker of all languages but only performs various social roles in a particular interactive context, according to the discursive community where he or she acts" [Matveeva I.V., 2007; 166].

We emphasize once again that the very need to teach sociolinguistic competence to students is inherently caused by differences in speech behavior and culture in general between representatives of different sociolects of the native and the learned foreign language.

The principle of interaction between all major speech activities. Sociolinguistic competence covers all the main speech activities of the students. At the stage of improving this competence, listening material is selected from the natural speech of speakers of different German sociolects, at a fluent pace, with a variety of topics and hidden subtexts. Speaking tasks and exercises are aimed at achieving spontaneity at a fast pace, with effective use of sociolinguistic discursive speech markers, consciously chosen as appropriate to the socio-communicative situation. When improving reading and writing skills by working on sociolinguistic material, the emphasis is placed on taking into account the discursive speech patterns of sociolects, especially when communicating on the Internet.

The principle of stylistic differentiation. The stylistic stratification of language is the basis for the formation and development of different social dialects. Thus, regardless of the situations in which the community communicates, e.g. in a plenary session of a scientific-theoretical conference or a coffee break between meetings, the speech of community members will be characterized by certain features of the scientific style with inclusions of conversational style depending on the degree of formality of the environment. The elements of the scientific style, in this case, serve as a foundation for the formation of medical speech, which will differ from, for example, the speech of technicians mainly in the use of medical terminology and language to express the imagery inherent in the worldview of medical professionals. Consequently, the characteristic features of scientific style manifested in oral and written forms of speech underlie all the sociolects formed by the kind of intellectual professional activity in those or other scientific spheres. Accordingly, the various sociolects of reporters, commentators, etc., share the properties of the journalistic style.

Thus, knowledge of the stylistic differentiation of language will make it easier for students to learn the features of the speech of representatives of different social groups or communities that appear under different sociolinguistic conditions. In this connection, it is justified to "refuse to focus when using linguistic units for educational purposes only on some neutral basis of literary language and demand to describe linguistic units in the unity of their language and speech features, sociolinguistic conditions of communicative situation, characteristic for their functioning in different speech styles" [Gustomiasova T.I., 2010; 104].

The essence of the principle of stylistic differentiation when improving sociolinguistic competence of German language students is that the selected material always corresponds to a particular functional style due to the presence of stylistically colored lexical, grammatical, and other language units, on which sociolinguistic markers of sociolects are superimposed.

Minimization principle. The implementation of the minimization principle in improving sociolinguistic competence of German language students is manifested in the selection of the minimum of sociolinguistic material following the goals and stage of learning. The selected minimum of sociolinguistic material demonstrates a direct dependence of language functioning on socio-communicative parameters of communication situations and reflects all typical sociolinguistic norms for the studied sociolects.

CONCLUSION

Sociolinguistic competence in a foreign language implies that philological students master the features of speech formation in various socio-communicative contexts; these features of speech formation constitute the essence of sociolinguistic knowledge. The content of sociolinguistic principles of foreign language teaching used to improve sociolinguistic competence of students of philological faculties in teaching foreign languages has a special sociolinguistic content, which is the basis of improving students' knowledge, skills, and abilities to build their speech behavior

based on the speech profile of the interlocutor, taking into account sociolinguistic communication norms accepted in a given socio-communicative context.

REFERENCES

1. Andronkina, N.M. (2009). *The Cognitive-action approach to the formation of linguistic and sociocultural competence in teaching German to students of a linguistic university* Author's dissertation. D. in pedagogical sciences. Saint Petersburg, 50 p.
2. Bagrov, Y.D. (2017). Authentic tasks in teaching a foreign language in higher education. *Professional Education in Russia and abroad*, 1(25), 119-123.
3. Belikov, V.I. (2001). *Sociolinguistics*. M: RSUH, 440 p.
4. Bobrikova, O.S. (2018). Technology of independent supervised work in the formation of sociolinguistic competence of future translators. *Bulletin of TGPU*, 3(192), 33-38.
5. Dzhusupov, M. (1991). *Sound systems of the Russian and Kazakh languages. Syllable Interference. Teaching pronunciation*. Tashkent: Fan, 240 p.
6. Erofeeva, E.V. (2010). Classification of idioms of language and the factors forming them. *Bulletin of Iyatka State University*, 103-107.
7. Gerard, W. (1997). *Fertigkeit Lesen*. München: Langenscheidt, 176 p.
8. Gunyasheva, G.A. (2012). Interpretation of axiological characteristics of the concept FAMILIE by means of conceptual activity metaphors. *Bulletin of KemSU*, 3(4), 155-158.
9. Gustomiasova, T.I. (2010). *Methodology of formation of sociolinguistic competence of students on the material of E-mail-projects*: dissertation. Candidate of Pedagogical Sciences. Volgograd, 217 p. <http://www.dissercat.com/content/metodika-formirovaniya-sotsiolingvisticheskoi-kompetentsii-studentov-na-materiale-e-mail-pro>.
10. Ivanova, M.A. (2008). *Development of professional competence in students of engineering universities on the basis of self-education activity*: Author's dissertation: Candidate of Pedagogical Sciences. Saint-Petersburg, 22 p.
11. Korneeva, N.A. (2011). *Sociocultural approach to the professional training of students - future translators*: Ph. Candidate of Pedagogical Sciences. Samara, 20.
12. Matveeva, I.V. (2007). "Worlds" of the face in the modern German language. *Bulletin of Chelyabinsk State University*, 54-59.
13. Merkuryeva, V.B. (2012) German dialect can do everything. *Bulletin of the IGAU*, 2(18), 170-176.
14. Musayelyan, I.F. (2014). Complex of exercises aimed at forming language competence. *Humanities*, 74-78.
15. Nazarova, G.I., & Nizamieva, L.R. (2016). The use of information technologies in the formation of skills of foreign language dialogic speech. *Philological Sciences. Voprosy teorii i praktiki*, 4(58), 201-203.
16. Nefedova, L.A. (2012). The role of mass media in creating a portrait of a politician's linguistic personality (on the material of the French press). *Bulletin of Chelyabinsk State University, Philology. Studies of Art*, 63(5), 109-12.
17. Nikonova, Zh.V. (2008). Main stages of frame analysis of speech acts (on the material of modern German). *Bulletin of N.I. Lobachevsky Nizhny Novgorod University*, 224-28.
18. Ovchinnikova, M.F. (2009) The use of Case Study speech exercise in the formation of sociolinguistic competence at the stage of development of sociolinguistic skills. *Bulletin of the Buryat State University*, 5, 212-214.
19. Pak, I.Y. (2017). The role of background knowledge when working with authentic video material in the lessons of Russian as a foreign language. *Philological Sciences. Questions of theory and practice*, 10, 206-208.
20. Rahimov, G. (2017). *The English language in Uzbekistan: sociolinguistic and pragmatic indexes*. Toshkent: Tamaddun, 268 p.
21. Safarov, Sh.S. (2018). *Linguistics of discourse*. Chelyabinsk: CHGIK, 315 p.

22. Safonova, V.V. (1992). *A sociocultural approach to teaching a foreign language as a specialty*: Dissertation D. in Pedagogy, 528 p.
23. Sazonova, E.M. (2004). *International relations: Textbook of the German language for translators*. Moscow: High School, 191 p.
24. Selevko, G.K. (2006). *Encyclopedia of Educational Technologies* (2(2)). Moscow: Research Institute of School Technologies, 816 p.
25. Sviridov, D.O. (2015). Algorithm of forming students' grammar speech skills on the basis of wiki technology. *Bulletin of TSU*, 9 (149), 16-23.
26. The methodology of working with authentic materials of Internet sites in the teaching of the English language. (2015). *Science of Science: Internet-journal*, 7 (4). <http://naukovedeniye.ru/PDF/99PVN415.pdf>.
27. Tomberg, O.V. (2012). Speech portrait in comparative description: linguocultural aspect. *TSU Vector of Science*, 21(3), 196-200.
28. Umarhuzhaev, M.E. (2010). *Lexicology and Phraseology of the German language*. Andijan, 152 p.
29. Zakharova, K.A. (2017). Complex of methodological tools for the formation of sociolinguistic competence of bachelors. *News of VGPU*, 9(122), 11-14.
30. Zolton, D. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. New Jersey: Lawrence Erlbaum Associates, 270 p.