

**THE IMPORTANCE OF SOCIOLINGUISTICS IN LANGUAGE TEACHING****Dustqulova Munira Shokir kizi**

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**ABSTRACT**

Teaching process is closely connected with sociolinguistics in numerous ways, especially teaching a new language and different branches of sociolinguistics have had sensible influence on second language teaching. Since the late 1960s sociolinguistics have paid their attention on how language is used appropriately in different contexts. So that, this paper will deal with communicative approach that is founded on the basis of communicative competence also this work argues that the most significant role of sociolinguistics in language teaching is to explain the learners with the appropriate rules of speaking and writing and raise their sociolinguistics awareness. Hopefully, this research will be an instruction for readers and it can also be a plan while learning in real life.

*Key words: Language Learning and Language Teaching, Sociolinguistics, Communicative Approach, Communicative Competence, Sociolinguistics Awareness, context, language acquisition.*

**INTRODUCTION**

Learning a foreign language has become a significant demand in the present day. People learn a new language to qualify for education abroad, to communicate with their colleagues in international companies, or to learn a language because of entertainment. There are several vital issues to consider in order to understand the learning process, for example, broad knowledge of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation. In this article, the role and importance of sociolinguistics in foreign language learning will be examined. According to Cook, 1999, "Broadly speaking, foreign language teaching has two goals. The first, typically realized in the classroom, is that students learn the formal properties of a language and get some practice using it in communicative situations. The second goal, realized outside the classroom, is that students actually communicate with people in an L2 environment.

Language education includes not only the elaboration of a grammatical system, but also the ability to use language as a tool for learning and use language appropriately in various contexts. It reflects function and communicative uses of language. In this paper, the writer reveals that communicative approach founded on the basis of communicative competence is not a solution and the aim of sociolinguistics in language teaching is to provide the learners' sociolinguistics awareness.

Sociolinguistics is a branch of linguistics that specifically examines the use of language in society. Initially sociolinguistics was called the sociology of language (sociology of language) or language in society. According to Trudgill (1974), "Sociolinguistics is that part of linguistic which is concerned with language as social and cultural phenomenon."

Besides having a lot of good information, this article also uses a language that is easily understood by the reader, the sentences are also not complex so that it becomes one of the attractions for the reader.

**MAIN PART**

The term communicative competence is first introduced by Hymes (1972), an American sociolinguist. He used this term partly to contrast with Chomsky's linguistic competence. In Chomsky's opinion, linguistic competence can be seen as an innate biological function of mind that helps individuals to produce the indefinitely large set of sentences that constitutes their language. But a growing number of researchers regard it as an ideal belief, therefore, it is inadequate. Then in 1972, Hymes proposed the concept of communicative competence. In his

proposal, the concept of competence should involve language use as well as sentence creation and a speaker needs to be communicatively competent in a speech community.

Linguistic competence is very theoretical, while communicative competence focuses on practicality. Therefore, they are on different levels. Hymes's theory of communicative competence strongly concentrates on the domain of language teaching and struggles of traditional teaching approaches. In China, communicative approach was developed in 1960.

Language is the interaction of opinions and feelings through a system of subjective signals, such as voice sounds, gestures, or written symbols which is used by a nation, people, or other distinct community. On the other hand, Society is a group of people related to each other through persistent relations, or a large social grouping sharing the same geographical or vital territory, subject to the same political authority and dominant cultural expectations. Sociolinguistics is an integral part in the study of language in common, and in the study of the impact of society over language. So, it is really important in the sphere of the study of language. So, sociolinguistics is the field of study having to do with the interaction of language and society, how all aspects of society have an effect on language, and how language has an effect on society.

The study of language and its relationship with culture and society is known as sociolinguistics.

According to M. Rasel Howlader (2010), there are several social factors that correlate to language teaching in sociolinguistics perspective as follows:

Ethnicity;

Gender;

Geography;

Social class;

Occupation and role.

In communicative approach, the main points of it are considered as follows:

a) In Communicative approach language is an instrument for communication and learning language should include language use as well as language forms. Therefore, to differentiate usage and use is important. For example, in the street, a stranger asks you the direction:

T: Could you tell me the way to cinema, please?

You: It's fine today.

Clearly, there isn't any grammar mistake in your answer, but there will be misunderstanding between two people. So, grammatical competence doesn't stand for communicative competence, while communicative competence should include grammatical competence. However, in China, there is a misconception that communicative competence only refers to the ability to speak elegant English.

b) Communicative approach insists that we should make the environment more communicative in order to achieve real communication. For example, the teacher, pointing to Student B, asks Student A: T: What's his name? A: His name is Anvar

T: Where's he from? A: He is from Samarkand

T: Is he studying French? A: Yes, he is.

Communicative approach considers this dialogue as "false communication" because both student and teacher have known these information.

c) Communicative approach (CA), is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Learners in environments using communication to learn and practice the

target language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class.

It is clear that all of these features correspond to communicative competence. Communicative approach emphasizes how language is used in real social settings to perform communication function and how language is used in varying contexts. For example, the students in China would like to ask the foreigners such questions: What's your name? How old are you? Where do you come from? Do you like Beijing? It reflects they have linguistic competence but no social competence. And it is partly caused by our Junior English textbooks full of such kind of sentences, so the students only know to use this way for communication. While in English-speaking countries, linguistic competence and social competence should be combined to learn. For example, the family invited many friends to have a dinner. When they were preparing for dinner, the host had a call and the guests didn't eat, waiting for him politely. At this moment, the host's four-year-old child said to his mother, "I'm hungry, Mum". The hostess said in a low voice, "Don't be rude!" So the child learned that it was impolite to say so in front of the guests. From this example, it is found that why communicative approach prefers real communicative settings. At the same time, it reflects the role of social interaction in language learning. The hostess as a parent can have a great influence on her child's learning, which is emphasized by Soviet Activity Theory. This theory provides insight into the social factors in children's language development. In this theory, it is assumed that individuals can acquire knowledge and skills by participating in activities with more experienced members of culture.

## CONCLUSION

This paper insists that sociolinguistics have had a significant and direct influence on language teaching. That means instead of focusing on the knowledge of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner's competence to communicate in the target language (communicative competence), with a great focus on real-life situations. At the same time, this paper argues that communicative approach founded on the basis of communicative competence should be adopted plus Chinese ways of learning.

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