

IMPROVING SOCIOPRAGMATIC COMPETENCE OF STUDENTS

PROCESS AND CRITERIA

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Abstract

It is well recognized that while teaching foreign languages, some of us possess specific competencies. Moreover, strengthening students' sociopragmatic ability is crucial. In contemporary education, possessing sociopragmatic competency has become increasingly important, in addition to the receivers' deep knowledge.

Key words: sociopragmatic competence, Current education, mechanism, cognitive control.

It is known that when teaching foreign languages, a number of us have certain competencies in addition to improving students sociopragmatic competence improvement also plays an important role. Current education in addition to the fact that the recipients have not only deep knowledge, having sociopragmatic competence also became a requirement of the period is getting. Current education in addition to the fact that the recipients have not only deep knowledge, having sociopragmatic competence also became a requirement of the period is getting. Intellectually important, which develops students' free communication in the language the phenomenon constitutes sociopragmatic competence, effective each student the main tool that serves to gain knowledge is that the teacher it is considered important to achieve sociopragmatic competence as well as to use these teaching methods it is considered one of the important tasks. M.X.Gulyamova noted that students sociopragmatic competence awareness of certain local social rules, knowledge under the rules of etiquette consists in cognitive control of social distance have their own cognitive activity, that is, the management of educational activities and communication they assume to be aware of their mechanisms[1].

Sh.Safarov the principle of respect in sociopragmatics is explained by the fact that it is taught in a wide range.[2]

Teaching sociopragmatics using different levels of competence requires a possible construction. Bardovi-Harlig and Mahen Taylor [3] six of the teaching of sociopragmatics in foreign language training identified important areas (see Figure 1.2.1):

Sotsiopragmatikani o'rgatish turli xil kompetensiya darajalaridan foydalanish

mumkin bo'lgan konstruksiyani talab qiladi. Bardovi-Harlig va Mahen Taylor [3] chet tili o'quv mashg'ulotlarida sotsiopragmatikani o'qitishning oltita

Speech acts

Communication structure

Communication implication

Communication management

Dialogue text

Sociolinguistic aspects

1.2.1-picture.

K.Bardovi-Harlig and Maxen Taylor's teaching of sociopragmatics

fields

According to scientists, targeted actions (or tasks)

both teachers and students for successful development and implementation

to pragmatic knowledge, which consists of both functional and sociolinguistic knowledge

Speech acts

Communication structure

Communication implication

Communication management

Dialogue text.

Sociolinguistic facets that they need to be divided into two. In other words, during Communication, students presuppose having an illocutional and sociolinguistic competence to be able to choose, interpret and treat the necessary word appropriately. By what types of semantic relation the teachers are (CEFR, 2001, p.116) it is advisable for students to determine in advance how to create a favorable environment in order to create appropriate speech and achieve a qualitative result in the sociopragmatic component. K. According to Bardovi-Harlig and Mahen Taylor, in the methodology for teaching sociopragmatics, it is possible to analyze such processes as implication, text of speech acts, as well as attention to the social and linguistic aspects of speech, the structure of communication and its management. As for the methods of teaching sociopragmatics, the authors recommend using authentic language lessons as an example or model, and such an approach can be interpreted by students.

In particular, the improvement of sociopragmatic competence of students is carried out in the educational process, which includes two sub-systems means; educational process and educational process. Student language under study to improve the knowledge of the traditions and customs of his country approach aimed at educational process, etiquette, rules of social distance performed as an educational process aimed at the formation of knowledge about carried [5].

Improving sociopragmatic competence in students the mechanisms of implementation of the process consist of different stages:

management of relevant educational activities of students, sociopragmatic competence and their creation, organizational conditions, appropriate educational environment, innovative methods, improvement of students, technologies, sociopragmatic competence tools, etc. Socio-cultural of the country in which the language is studied intercultural social transition in the context of:

culture as a theoretical construction;

the basis and features of culture;

types of interaction of cultures;

features of culture.

Alternatively, improving sociopragmatic competence in the process, students are mainly assumed to adopt three factors: social-cultural, socio-psychological and linguistic factors.

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