

FILOLOGIYA VA PEDAGOGIKA

2026-yil
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O‘ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGINING
ILMIY-METODIK ELEKTRON JURNALI

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FILOLOGIYA VA PEDAGOGIKA

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PEDAGOGICAL AND METHODOLOGICAL FEATURES OF DEVELOPING SOCIOLINGUISTIC COMPETENCE OF HIGHER EDUCATION STUDENTS

Annotation. This article examines the pedagogical and methodological features of developing sociolinguistic competence in higher education students. Sociolinguistic competence – the ability to use language appropriately according to social context, communicative register, and purpose – is treated as an essential component of communicative competence. The article provides a theoretical grounding for the place of sociolinguistic competence within the structure of communicative competence, and synthesizes research conducted in Uzbekistan and abroad. The aim of the study is to identify the pedagogical principles and methodological tools that facilitate the formation of sociolinguistic competence and to outline ways of applying them in higher education practice. The analysis identifies the principles of contextual-thematic organization and concentrism, role-play and simulation, authentic materials, task-based instruction, and digital technologies as effective methodological tools.

Keywords: sociolinguistic competence, communicative competence, higher education, foreign language teaching methodology, pedagogical principles, speech register, authentic materials, task-based learning.

Annotatsiya. Ushbu maqolada oliy ta'lim talabalarida sotsiolingvistik kompetensiyani rivojlantirishning pedagogik va metodik xususiyatlari tahlil qilinadi. Sotsiolingvistik kompetensiya nutqiy vositalarni ijtimoiy kontekst, muloqot registri va kommunikativ maqsadga muvofiq holda qo'llash qobiliyati sifatida kommunikativ kompetensiyaning muhim tarkibiy qismi hisoblanadi. Maqolada sotsiolingvistik kompetensiyaning kommunikativ kompetensiya tarkibidagi o'rni nazariy jihatdan asoslab berilgan, shuningdek, O'zbekiston va boshqa mamlakatlar tajribasidagi tadqiqotlar umumlashtirilgan. Tadqiqotning maqsadi sotsiolingvistik kompetensiyani shakllantirishga xizmat qiluvchi pedagogik tamoyillar va metodik vositalarni aniqlash hamda ularni oliy ta'lim amaliyotiga tatbiq etish yo'llarini ko'rsatishdan iborat. Tahlil natijasida kontekstual-tematik va konsentrizm tamoyillari, rolli o'yinlar, autentik materiallar, vazifaga yo'naltirilgan ta'lim (task-based learning) hamda raqamli texnologiyalardan foydalanish samarali metodik vositalar sifatida belgilandi.

Kalit so'zlar: sotsiolingvistik kompetensiya, kommunikativ kompetensiya, oliy ta'lim, chet tili o'qitish metodikasi, pedagogik tamoyillar, nutq registri, autentik material, vazifaga yo'naltirilgan ta'lim.

Аннотация. В данной статье анализируются педагогические и методические особенности развития социолингвистической компетенции у студентов высших учебных заведений. Социолингвистическая компетенция – способность уместно использовать языковые средства в зависимости от социального контекста, регистра общения и коммуникативной цели – рассматривается как важный компонент коммуникативной компетенции. В статье теоретически обосновано место социолингвистической компетенции в структуре коммуникативной компетенции, а также обобщён опыт исследований в Узбекистане и за рубежом. Цель исследования – выявить педагогические принципы и методические средства формирования социолингвистической компетенции и определить пути их применения в практике высшего образования. В результате анализа в качестве эффективных методических средств определены принципы контекстуально-тематической организации материала и концентризма, ролевые игры, аутентичные материалы, задачно-ориентированное обучение и использование цифровых технологий.

Ключевые слова: социолингвистическая компетенция, коммуникативная компетенция, высшее образование, методика обучения иностранному языку, педагогические принципы, речевой регистр, аутентичный материал, задачно-ориентированное обучение.

In the context of intensifying international cooperation, academic mobility, and the expanding role of English as a global lingua franca, the ability of higher education graduates to communicate not merely correctly but appropriately has become a central concern of language pedagogy. Grammatical accuracy alone no longer guarantees successful communication: a speaker who selects the wrong register, misjudges the degree of formality required by a situation, or fails to recognize socially conditioned variation in language use may be perfectly grammatical yet communicatively ineffective. This capacity to adapt language use to social context, interlocutor, and communicative purpose constitutes sociolinguistic competence, and its systematic development has become one of the most pressing tasks of higher education foreign-language instruction.

The shift from grammar-translation and audiolingual paradigms toward communicative language teaching over the past four decades has repeatedly foregrounded the social dimension of language use. Yet in practice, sociolinguistic competence often remains the least explicitly taught component of communicative competence: while grammatical and lexical competence are addressed systematically through textbooks and assessment, the norms governing register, politeness, address forms, and situational appropriateness are frequently left to incidental exposure. This creates a gap between what students can produce grammatically and what they can produce appropriately, a gap that becomes particularly visible when graduates enter professional, academic, or intercultural environments that demand register flexibility.

The relevance of this problem is heightened for ~~future~~ teachers, translators, and other language specialists, whose professional competence directly depends on the ability to recognize and reproduce socially appropriate speech behavior in a foreign language. For such students, sociolinguistic competence is not an auxiliary skill but a core professional qualification.

The aim of this article is to examine the pedagogical and methodological features of developing sociolinguistic competence among higher education students: to clarify its theoretical status within models of communicative competence, to review existing pedagogical approaches to its formation, and to identify the methodological tools and principles that most effectively support its development in university-level foreign-language instruction. The article proceeds from a review of theoretical literature to a discussion of methodology, data sources, and the pedagogical implications that follow from the analysis, concluding with recommendations for curriculum design and teacher preparation.

The theoretical foundation of sociolinguistic competence traces back to Dell Hymes' critique of Chomsky's narrow notion of linguistic competence. Hymes argued that knowledge of grammar is insufficient for communication and that speakers additionally require knowledge of when, where, and with whom particular forms of speech are appropriate [1: 277].

This notion of communicative competence as inclusive of social appropriateness became the conceptual seed from which later, more differentiated models grew.

Canale and Swain's influential model operationalized this insight by dividing communicative competence into four interrelated components: grammatical, sociolinguistic, discourse, and strategic competence, with sociolinguistic competence defined as the ability to produce and interpret utterances appropriately in different sociocultural contexts, depending on contextual factors such as the status of participants, the purposes of the interaction, and the norms of the given speech community [2: 6–14]. This four-part model remains the most widely cited framework in language pedagogy and underlies most subsequent curricular treatments of sociolinguistic competence.

Bachman extended this line of theorizing by embedding sociolinguistic competence within a broader model of communicative language ability, treating sensitivity to register, naturalness, and cultural references as a distinct sub-competence operating alongside organizational and pragmatic knowledge [3: 94–98]. This refinement allowed testing and curriculum specialists to treat sociolinguistic ability as an assessable, trainable skill rather than an incidental by-product of general proficiency.

At the policy level, the Common European Framework of Reference for Languages formalizes sociolinguistic competence as one of three components of communicative language competence, alongside linguistic and pragmatic competence, explicitly linking it to markers of social relations, politeness conventions, register differences, dialect, and accent [4: 108]. The 2020 Companion Volume extends this descriptive apparatus with additional illustrative scales for mediation and plurilingual competence, reinforcing the framework's action-oriented approach to socially situated language use [5].

Research conducted in Uzbekistan has addressed the formation of sociolinguistic competence with specific reference to future English-language specialists. Riskulova's dissertation on the system of forming sociolinguistic competence in future English teachers proposes stage-based training oriented toward professional communicative tasks [6: 42]. Rahimov's study of English in Uzbekistan documents the sociolinguistic and pragmatic indexes that shape localized English use, underlining the importance of context-sensitive instruction [9: 54]. Complementary methodological work by Muhamadjonovna identifies a set of concrete instructional tools - situational dialogues, role-play, and case-based tasks for cultivating sociolinguistic competence in trainee English teachers [7: 299–301], while Hnatyshena et al. demonstrate, in a study of economics students, that structured exposure to register-differentiated materials measurably improves learners' sociolinguistic awareness even outside specialized philological programs [8: 68–73].

Taken together, this body of literature converges on two conclusions relevant to the present study: first, that sociolinguistic competence must be taught deliberately rather than assumed to develop spontaneously; and second, that its development depends on specific methodological tools – authentic and register-varied materials, situational and role-based tasks, and gradual complexity progression – rather than on general communicative practice alone.

This study adopts a qualitative, descriptive-analytical research design appropriate to a problem that is primarily conceptual and pedagogical rather than strictly experimental. Three complementary methods were employed. First, a systematic review and comparative analysis of theoretical and empirical literature on communicative and sociolinguistic competence was conducted, drawing on foundational works in applied linguistics, current CEFR documentation, and regional research from Uzbekistan and neighboring countries, in order to establish a coherent theoretical basis for the study and to identify recurring pedagogical themes across contexts.

Second, the method of pedagogical observation was used to examine foreign-language instruction practices in higher education settings, with particular attention to the extent to which sociolinguistic content – register variation, politeness norms, situational appropriateness, and address forms – is addressed explicitly in lesson design, teaching materials, and classroom interaction. Observation focused on identifying which instructional activities naturally lend themselves to raising learners' sociolinguistic awareness and which tend to leave this dimension implicit.

Third, content analysis was applied to instructional materials, including course syllabi, textbooks, and supplementary teaching resources used in university-level foreign-language programs, in order to assess the degree to which sociolinguistic parameters are represented, sequenced, and practiced. This method allowed the identification of gaps between the theoretical importance assigned to sociolinguistic competence in curricular documents and its actual operationalization in classroom materials.

The combination of these three methods: literature synthesis, pedagogical observation, and content analysis was chosen because sociolinguistic competence is not reducible to a single measurable variable; it manifests across multiple dimensions of language use that are better captured through triangulated qualitative methods than through a single quantitative instrument. The principle of contextual-thematic organization and the principle of concentrism, both discussed in the literature review, were used as analytical categories for organizing and interpreting the observational and content-analytic data.

This methodological approach is consistent with prior research in the field, which has similarly relied on combinations of theoretical analysis, classroom observation, and material review to characterize pedagogical practice before proceeding to experimental intervention [6: 47; 8: 69]. The present study is accordingly positioned as a groundwork analysis intended to inform the design of a subsequent experimental or quasi-experimental stage of research, in which specific methodological tools identified here could be tested for measurable impact on learners' sociolinguistic performance.

Data for this study were drawn from three sources corresponding to the three methods described above. The literature corpus comprised foundational theoretical works (Hymes, Canale and Swain, Bachman), official CEFR documentation, and peer-reviewed research articles and dissertations addressing sociolinguistic competence formation in Uzbekistan, the wider CIS region, and Europe. These sources were analyzed thematically to extract recurring pedagogical principles, methodological tools, and reported challenges.

Observational data were collected through structured attention to foreign-language classes at the higher education level, focusing on lesson stages in which learners were required to select among alternative linguistic forms depending on interlocutor, setting, or communicative intent. Particular attention was paid to whether teachers explicitly commented on register appropriateness or treated such choices as

incidental. Observations were recorded descriptively, noting the type of activity, the sociolinguistic parameter involved, and the extent of explicit instructional scaffolding provided.

Instructional materials syllabi, textbook units, and supplementary resources were examined for the presence and density of sociolinguistically marked content: dialogues representing different registers, exercises requiring register-shifting, culturally embedded pragmatic tasks, and explicit metalinguistic commentary on appropriateness. Materials were categorized according to whether sociolinguistic content was explicitly foregrounded and practiced, present but treated only implicitly, or largely absent.

The analysis proceeded inductively: patterns identified independently across the three data sources were cross-checked against each other to establish convergence. Where the literature identified a principle, the observational and material-analysis data were examined for evidence of that principle's application or absence in practice. This triangulated procedure allowed conclusions to be grounded not only in theoretical claims but in their observable correlates in teaching practice, strengthening the validity of the pedagogical recommendations that follow. Consistent with the qualitative nature of the design, findings are presented as descriptive and interpretive patterns rather than as statistical outcomes, in line with the exploratory, groundwork character of the study.

The triangulated analysis yielded several consistent findings regarding the pedagogical and methodological features that support the development of sociolinguistic competence in higher education students.

First, instructional materials that organize content around authentic, socially situated communicative tasks – consistent with the contextual-thematic principle - proved substantially more effective at making register and appropriateness visible to learners than materials organized primarily around grammatical progression. Dialogues embedded in specific social scenarios allowed learners to observe and practice register-shifting directly, whereas grammar-led materials tended to present sociolinguistic variation, if at all, as a decontextualized footnote.

Second, the principle of concentrism introducing sociolinguistic material with gradually increasing complexity, from clearly contrasted registers toward more subtle distinctions was found to correspond with better learner differentiation of social markers in speech, echoing findings reported for philological faculties elsewhere in the region and consistent with the staged approach proposed by Riskulova [6: 51–55]. Abrupt introduction of highly nuanced register distinctions, by contrast, tended to overwhelm learners and produce avoidance strategies rather than active use.

Third, role-play, simulation, and case-based tasks emerged as the methodological tools most consistently associated with active sociolinguistic practice, corroborating Muhamadjonovna's identification of situational and case-based instruction as central to sociolinguistic competence formation [7: 300]. These formats require learners to assume social roles and thereby make explicit choices about formality, politeness, and address forms, converting abstract knowledge of appropriateness into rehearsed communicative behavior.

Fourth, authentic materials media excerpts, correspondence samples, and recorded natural speech provided exposure to sociolinguistic variation that constructed textbook dialogues frequently lack, particularly with respect to dialectal and generational variation. This aligns with Hnatyshena et al.'s finding that structured exposure to register-differentiated authentic materials improves learners' sociolinguistic awareness even in non-philological programs [8: 71].

Fifth, a persistent gap was observed between curricular statements of intent and actual classroom operationalization, where such competence was rarely assessed and rarely taught with dedicated activities. This gap corroborates Bachman's caution that sociolinguistic ability, unless deliberately built into both instruction and assessment, tends to remain underdeveloped relative to grammatical competence [3: 97].

Taken together, these findings suggest that effective development of sociolinguistic competence requires the deliberate integration of contextually organized, gradually sequenced, role-based, and authentically sourced instructional content, supported by explicit metalinguistic attention to appropriateness rather than incidental exposure alone. Digital technologies – recorded authentic dialogue, corpus-based register comparison tools, and online simulation platforms – were identified as a promising but currently underused means of expanding learners' exposure to socially varied language use beyond the constraints of the physical classroom.

This article has examined the pedagogical and methodological features of developing sociolinguistic competence among higher education students. The theoretical review confirmed that sociolinguistic competence, since Hymes' foundational critique of purely grammatical notions of competence, has been consistently recognized as an essential component of communicative competence, formalized in the models of Canale and Swain, Bachman, and the Common European Framework of Reference for Languages. Regional research, including work conducted in Uzbekistan, further confirms both the theoretical importance and the practical under-development of this competence in current instructional practice.

The analysis identified a coherent set of pedagogical principles and methodological tools that support its formation: the contextual-thematic organization of instructional content around authentic communicative situations; the principle of concentrism, whereby sociolinguistic material is introduced with gradually increasing complexity; the systematic use of role-play, simulation, and case-based tasks; the incorporation of authentic materials representing genuine register and dialectal variation; and the deliberate, explicit treatment of appropriateness as a teachable and assessable skill rather than an incidental by-product of general language practice.

At the same time, the study identified a persistent gap between the stated curricular importance of sociolinguistic competence and its actual operationalization in teaching materials and assessment practices a gap that appears across multiple educational contexts and is not specific to any single national system. Closing this gap requires coordinated attention at the level of curriculum design, textbook development, teacher training, and assessment methodology: teachers themselves need explicit preparation in recognizing and teaching sociolinguistic variation before they can be expected to build it systematically into their instruction.

For future teachers, translators, and other language specialists, these conclusions carry particular weight, since their professional effectiveness depends directly on the ability to recognize and reproduce socially appropriate language use. The pedagogical and methodological features identified in this study offer a basis for the design of targeted instructional interventions.

This study is limited by its descriptive-analytical scope; it did not include a controlled experimental measurement of the comparative effectiveness of the identified methodological tools. Future research should therefore proceed to an experimental or quasi-experimental design, testing the specific tools identified here contextually organized materials, concentric sequencing, role-based tasks, and authentic materials against a control condition, in order to quantify their impact on learners' sociolinguistic performance and to refine recommendations for curriculum and teacher-training design in higher education foreign-language programs.

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