Sociolinguistic Competence As An Autonomous Component Of Communicative Competence

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A B S T R A C T

This article provides information about sociolinguistic competence, which is an essential component of communicative competence.

Introduction

The effective resolution of issues related to the linguistic comparison and interpretative analysis of the social, domestic, and cultural lives of the peoples of the world, as well as the practical significance of training highly qualified specialists with a perfect command of foreign languages in building a democratic society, is invaluable. Enhancing the content and quality of higher education to an international level based on the Common European Framework of Reference for Languages (CEFR) qualification requirements and implementing advanced teaching methods through the use of modern pedagogical and information technologies highlight the urgent need to improve the sociolinguistic competence of future English language teachers. [1.p 9].

Material and Methods

The communicative approach in teaching foreign languages is universally recognized throughout the world. Based on the proposition that the formation of communicative competence at the present stage is the goal of learning at all levels (initial, intermediate, advanced, high, professionally sufficient, approaching the communicative competence of an educated native speaker), mastering foreign language communication is considered as multilayer, multidimensional process, and communicative competence itself is a complex and multicomponent phenomenon[2.p13].

In the methodological, linguistic, psychological, psycholinguistic and sociolinguistic literature, the concept of communicative competence, which underlies the communicative approach, has also long been in the focus of attention of foreign scientists (Bim I.L., Bell R., Vyatutnev V.M., Zimnyaya I. A., Kostomarov V.G., Mitrofanova O.D., Byram M., Skalkin V.L., Slobin D., Chomskoy N., Schweitzer A.D., Jan A. van Ek, etc.). Therefore, the most complete definition of communicative competence is possible from the position of an interdisciplinary approach, only through the use of the results obtained in the sciences adjacent to the theory of learning foreign language[2.p14].

Communicative competence is, according to M. Kaneil and M. Swain, a system of knowledge and skills necessary for communication. It is important that scientists distinguish between the concepts of communicative competence and real communication. The latter is interpreted by them as the implementation of knowledge and skills within the limiting framework of psychological and external conditions (memory,

perception, fatigue, nervousness of participants in communication, noise, etc.). Real communication is always:
- a form of social interaction;
- has a high degree of unpredictability and creative character in design;
- always takes place in a certain discursive and socio-cultural context, which predetermine the use of linguistic means in any utterance;
- always focused on the implementation of a specific goal of communication,
- the use of authentic language and speech means that are different from those used in book speech;
- can immediately be regarded as successful or unsuccessful [5.p 12].

In 1980, M. Canale and M. Swain consider grammatical, sociolinguistic, strategic and (a little later) discursive competence as part of the communicative competence. All components of communicative competence are interconnected and each of them develops with an increase in the level of communicative competence itself. It is important that the increase in the level of sociolinguistic and strategic competence begins much earlier than grammatical and discursive, which reveals the nature of communicative competence. M. Canale and M. Swain believe that students may already have the necessary socio-cultural competence, starting to study FL [5.p.21].

In the early 90s of the XX century, scientists and employees of the Council of Europe formulated a practical goal in mastering a foreign language, which involves mastering all types of speech activity in a foreign language, and defined it as the leading one (Objectives for foreign language learning, 1993). In general, the goal of teaching a foreign language is realized in the communicative skill or communicative competence (according to recent studies, it is more correct to use communicative competence) (Objectives for foreign language learning, 1993; Common European Framework of Reference for Languages, 2005), which in turn is realized through the mastery of the following competencies: linguistic, sociolinguistic, discursive, strategic, sociocultural and social (Objectives ..., 1993).

The methodology of teaching foreign languages is based on the "Common European competences of foreign language proficiency: Study, teaching, assessment" [3, p. 12], according to which the components of communicative competence are combined into three components: linguistic, sociolinguistic and pragmatic communicative competences.

Linguistic communicative competence as "knowledge and the ability to use linguistic means to construct correctly formulated and meaningful statements" [2, p. 110] consists of such components as lexical competence (knowledge of the vocabulary of the language and the ability to use them in speech), grammatical competence (knowledge of the grammatical elements of the language and the ability to use them in speech), semantic competence (knowledge of possible ways of expressing a certain meaning and the ability to use in speech), phonological competence (knowledge and ability to perceive and reproduce sound unity, articulatory and acoustic characteristics of phonemes, phonetic organization of words, prosody, phonetic reduction), spelling competence (knowledge of written symbols and the ability to recognize and represent them in writing), orthoepic competence (knowledge of pronunciation norms and the ability to use them in speech) [2, p. 109-17].

Sociolinguistic competence is represented by linguistic markers of social relations that vary depending on the status of speakers, the degree of their acquaintance, the register of communication, etc., courtesy rules, expressions of folk wisdom, communication registers, dialects and accents [2, p. 118-20].

Pragmatic competence includes the competence of discourse (knowledge of the rules for constructing utterances and their combining into a text), functional competence (the ability to use utterances to perform certain communicative functions, the competence of schematic speech construction) [2, p. 122-23].

Results

We consider it necessary to note that the linguistic, sociolinguistic and pragmatic components of communicative competence are collectively aimed at the formation, development and improvement of students' abilities to practically use the language in various spheres and situations of communication in accordance with communicative intentions. When teaching foreign languages, communicative competence is the "target dominant of the learning process".

Thus, communicative competence as a set of competencies designed to ensure effective communication in a given context, along with the professional abilities of the individual, plays an important role in the effectiveness of professional activity.

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

1) sociolinguistic competence as an autonomous component of communicative competence along with linguistic and pragmatic competence. Sociolinguistic competence as an independent component of communicative competence is understood as knowledge, skills, skills of using and transforming linguistic forms depending on the communication situation, communication tasks, topic, place of communication, social roles of communicants, etc.

2) sociolinguistic competence as a component of sociocultural competence, which is an integral part of communicative competence. In this interpretation, sociolinguistic competence is defined as the linguistic features of social strata of representatives of different generations, sexes, social groups;

Discussion

Determining the place of sociolinguistic competence in the communicative competence, we, in solidarity with the opinion of Yu.A.Sinitsi (2000), we believe that sociolinguistic competence is closely related to both linguistic (linguistic), sociocultural and discursive (classified in the Western European model of Communicative competence), and educational, compensatory and social competences[4].

Conclusion

In our opinion, sociolinguistic competence is a significant component of communicative skills and requires close attention of both researchers and teachers of foreign languages. We believe that it must be purposefully formed, especially in the context of the philological profile of a secondary general education school. Only in this way, students, having learned a new conceptual picture of the world of the country of the target language within the framework of sociocultural competence, will be able to master the linguistic picture of the world in the process of forming sociolinguistic competence. In addition, in the context of studying foreign language as a reflection of the system of cultural values, on the basis of which specific societies, behavioral models are built and stereotypes of speech behavior are learned, the preparation of students for real communication with representatives of other cultures in social, social, cultural, educational and labor, and in the future and in professional spheres, today they are focused on a positive result for both sides of such communication. Consequently, the purposeful formation of sociolinguistic competence as an independent component of the communicative one contributes not only to the improvement of skills and the development of skills in foreign language speech activity, but also has a direct impact on the education, upbringing and personality development of students.

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