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ӘМІЙҰДӘРҰЯ

# ӘМИҰДӘРҢЯ

**Yutbashemiz inam etken al xasil  
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Bas iyemen jerge tiygen she basim  
Ka'bam- Qaraqalpaq universiteti.**

англаб етилади, кейин эса мана шу мантиқ таржима орқали намаён қилинади.

Таржимада тилнинг таркибий қисмини ташкил этадиган унинг стилистика масалаларига алоҳида эътибор қаратиш мақсадга мувофиқ бўларди. Таржима стилистикаси эса тилда қўлланиладиган ифода этиш воситалари хусусиятлари, яъни тилдаги функционал услублар ва лексик бирликларнинг экспрессив ҳис-ҳаяжон уйғотиш билан боғлиқ томонларни ўргатади

Шунга кўра матн стилистикасини, унинг экспрессив мазмунини англаш таржимада жуда катта аҳамиятга эга. Чунки тил стилистикаси, матн стилистикаси ҳам миллий мазмунга эга бўлган воқеаликлар ҳисобланади. Бадиий таржимада эса матннинг грамматик ёки лексик жиҳатдагина эмас, балки стилистик жиҳатдан ҳам тўғри англаш зарур бўлади. Шу жиҳатдан лингвамаданият тил хусусиятлари

тенглаштирилаётганда стилистик воситаларигина эмас, балки стилистик воситалар англаш мазмуни қайта шакллантирилади. Матнни стилистик жиҳатдан бошқа тил воситалари орқали беришда лингвамаданият нуқтаи назардан эффеқтни қайта шакллантириш тақозо этилади.

Шундай қилиб, сўз ва сўз бирикмалари инглиз тилидан ўзбек тилига таржима қилинаётганда катта аҳамият касб этади.

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#### PROBLEMS OF DEVELOPING SOCIOLINGUISTIC COMPETENCE OF EFL TEACHERS

Word processes of globalization, which have covered all aspect of modern society, require rethinking long-term objectives of vocational education. Future specialists' communicative culture in the process of interaction

with foreign colleagues in the framework of international cooperation is particularly important in developing a peaceful world. Modern skilled person must

be ready to cooperate and communicate with representatives of other countries to exchange professionally relevant information and experience, to be an active participant of intercultural communication. Obviously, the essential tool to establish and maintain such contacts is a foreign language.

However, learning a foreign language is a rather complicated process that requires the concentration of considerable time and effort. This is primarily due to the fact that language knowledge is not transmitted directly from teacher/teacher to student, as previously thought, but is obtained through the process of personality-relevant activities. Certainly, only knowledge, without certain skills and competence of their usage, does not solve the problem of future specialists' training for the real situations of intercultural communication.

The importance of highly qualified teacher training and foreign language teaching was highlighted by President of Uzbekistan Sh. Mirziyayev in his speech during the Opening Ceremony of the international Conference "The training of

educated and intellectual developed generation as one of the most important conditions for the stable development and modernization of the country" in February, 2012. In this regard, a lot of different measures have been taken in order to raise the professional level of foreign language teachers in the republic. In spite of this, some of the problems are more difficult to solve than others. One of them is the sociolinguistic competence of foreign language teachers, which they should possess as the main channels of foreign language and culture acquisition.

Sociolinguistic competence (SLC) is a part of communicative language. Communicative language consists of linguistic competences. According to the "Common European Framework of Reference for Languages: Learning, teaching, Assessment", SLC refers to the sociocultural conditions of language use: "Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence" [1].

SLC is a multifaceted and multi-layered notion, which presupposes knowledge of language speakers to communicate appropriately in all of the social, cultural, and pragmatic aspects of the conversation. It becomes even more complicated because of the division of SLC into two categories: appropriateness of form (pragmalinguistics) and appropriateness of meaning (socio-pragmatics) [2, 16]. For non-native speakers it is difficult to control the speech from these two regards. We may sometimes speak correctly in form, but not appropriately in meaning and vice versa.

Thus, SLC influences greatly the communication process between representatives of different cultures. Teachers of foreign languages (FL) are those channels through which learners get knowledge about SLC in the process of

learning a foreign language. The goal of teaching a foreign language is to develop communicative language competence of the learners in the target

language (TL). We cannot develop the communicative competence without developing sociolinguistic competence of the learners.

If we want our learners to have well-developed SLC, we should, first of all, make sure that our FL teachers have it. It is relevant to mention that very often, unfortunately, our FL teachers do not have appropriate level of SLC of the target language. If teachers do not have it, the acquisition of SLC for learners becomes even twice more difficult.

E. Mede and K. Dikkiltes in their article "teaching and Learning SLC. Teacher's Critical Perceptions" reported on the study they had conducted at Turkish schools and universities. The researchers studied the problem of developing SLC, they interviewed 35 native and 35 non-native EL teachers. The

authors state that "classroom environment may not be an appropriate context where SLC can be developed due to several reasons unique to any learning experience in an EFL context such as non-authenticity of the content of the materials". After analyzing the questionnaires for non-native EL teachers regarding their SLC level, the following themes were pointed out: lack of awareness, lack of exposure to the target culture, a teacher belief and the curriculum [2,24].

It is relevant to discuss each of the themes. By awareness teachers mean that very often teachers do not know about SLC because of lack of training.

The lack of exposure to the target culture means lack of communication with native speakers and absence of visiting/living in the TL countries. The teacher believes theme identifies the existing knowledge teachers already have in their heads, which they do not want to change. By telling curriculum teachers named different reasons related to the school programs.

Some educators mistakenly believe that visiting or living in a TL country will develop their SLC greatly. It is not completely true and scientific research proves it too. C.A. Mizne summarizes the study of "King and Silver" about the effect of immersion on SLC, in which they come to conclusion that "The beneficial for acquiring SLC but insufficient and time consuming" [3,9]. This study shows that sending FL teachers to the TL countries for professional development courses is not enough for developing their SLC.

We propose the following recommendations for developing SLC of the FL teachers of Uzbekistan. At the moment in the curriculums of the institutes and universities that train future FL teachers in Uzbekistan there is no subject of Sociolinguistics. We believe that this brings to the lack of knowledge about Sociolinguistics in general and SLC in particular. It would be better if this subject is included into the curriculums. Similarly, the topics of "Sociolinguistics", "Sociolinguistic competence", "Sociolinguistic in the multicultural classrooms" should be introduced to the students of all levels (1-1v courses) in the course of

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different subjects, e.d. Methodology, Country Study, DIC (Developing intercultural Competence)), Pedagogic and other subjects into the presented teachers training curriculums.

Another reason of the lack of SLC of FL teachers is when they go to different training and retraining courses, there is again a lack of the topics mentioned above in the curriculums of those programs. In the result, pre-service and in-service FL teachers do not get enough knowledge and/or training about SLC. And it becomes a vicious cycle: teachers do not know about SLC, and as a result they cannot transfer it to their learners appropriately. FL teachers usually have this knowledge intuitively, but, we believe, it must be explicitly discussed while teacher-training process.

Thus, we recommend including the following topics into the subjects of pre-service and in-service teacher training curriculums:

- Speech act;
- Speech event (participants, channel, place, time, purpose);
- Speech styles (intimate, casual, place, formal, frozen);
- Sociolinguistic issues in FL classroom);
- SLC of a FL teacher;
- Professional competence of a FL teacher;
- FL teacher's voice, talk, speech;
- Multicultural classroom.

There is also another problem – lack of standard SLC tests. This issue has not been studied appropriately yet. As a result, due to the lack of SLC tests, it is hard to check if a person actually has it or not. This is still an issue for future scientific researches.

Possessing cultural, sociolinguistic knowledge about language use assumes a higher level of linguistic competence. Unfortunately, sometimes some of the teachers are not competent enough in a foreign language. Maybe we should be stricter and require from the FL teachers Certificates of their language proficiency, such as IELTS. Because sometimes we may meet FL teachers who can hardly speak the TL, let alone possessing SLC.

One of the key recommendations for the issue is raising the teachers' awareness about the SLC importance. This should be done through explicit instruction during teacher-training process.

Thus, we believe that EFL teachers should get a better training on what is Sociolinguistics, what is SLC itself. Then, they need a better understanding of ways/ strategies on how to apply this knowledge into their teaching.

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### **THE ROLE OF FEEDBACK ON SECOND LANGUAGE STUDENT'S WRITING**

Recent years one of the most famous features of studies of assessment has Рўзибаева Нигорabeen the modification in the focus of attention, towards greater interest in the interactions between assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of" students. This move has been coupled with many expressions of hope that improvement in classroom assessment will make a strong contribution to the improvement of learning. So one main purpose of this review is to survey the evidence which might show whether or not such hope is justified. A second purpose is to see whether the theoretical and practical issues associated with assessment for learning can be illuminated by a synthesis of the insights arising amongst the diverse studies that have been reported.

The purpose of this Introduction is to clarify some of the key terminology that we use, to discuss some earlier reviews which define the baseline from which our study set out, to discuss some aspects of the methods used in our work, and finally to introduce the structure and rationale for the subsequent sections.

Evaluation of educational results is an important means of stimulating students' learning activities. As practice shows, attempts to exclude controlling the activities of a student in whole or in part from the educational process lead to a decrease in the quality of education. Today, the functions of pedagogical assessment are not limited only to identifying the shortcomings of the

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