

## SOCIOLINGUISTIC COMPETENCE AS A COMPONENT OF COMMUNICATIVE COMPETENCE

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*This article examines the study of sociolinguistic competence as an important component of communicative competence. Sociolinguistic competence represents the ability of a language user to communicate in various social contexts in society, thereby ensuring effective communication. The article analyzes the essence of sociolinguistic competence, its role in communicative competence, and the importance of this concept in modern linguistics. It also presents ideas about the methods of developing sociolinguistic competence and its role in the educational process.*

**INTRODUCTION.** In the world of theory and practice of teaching foreign languages, the concept of communicative competence in general and sociolinguistic competence in particular in the system of modern education is becoming especially topical in connection with the intensive development of information technologies and fundamental transformations in the sphere of economic activity and everyday life of people and involves taking into account sociolinguistic factors in the speech behavior of communicants.

In improving the sociolinguistic competence of students of language universities when teaching a foreign language, the development and implementation of a new typology of educational language tasks in the educational process, aimed at revealing the ability of students to recognize sociolinguistic indicators of speech and build speech behavior in accordance with the social context of communication, are of particular demand.

The criterion for determining the quality of higher education is the formation of a set of competencies as the experience of students in a certain area. The basis of competency training is the competence-based approach, which ensures the acquisition by students of knowledge, skills and abilities in various fields of activity and the development of personal qualities, allowing them to successfully apply this knowledge, skills and abilities to implement specific communicative intentions.

The basis of successful life activity of individuals is the presence of general cultural and professional knowledge and experience, allowing them to make informed decisions to achieve

set goals. In the methodology of teaching foreign languages, the most in-demand recently has become the formation, development and improvement of the abilities of students of philological faculties of universities in practical proficiency in various communicative spheres and situations. Competence, in our understanding, includes competencies that cover all areas of human life, social and professional-labor relationships. In the education system, these competencies it is customary to differentiate between general cultural competencies, reflecting the general level of cultural and educational training of students, and professional competencies, which is due to the interconnection and interrelations of the formation and development of competencies with the subjects studied. Thus, communicative competence as a set of competencies designed to ensure effective communication in a given context, plays, along with the professional abilities of an individual, an important role in the effectiveness of professional activity.

Sociolinguistic competence is represented by linguistic markers of social relations, varying depending on the status of the speakers, the degree of their acquaintance, the register of communication, etc., rules of politeness, expressions of folk wisdom, dialects and accents.

In this article, we define communicative competence as knowledge, skills, and abilities in the functioning of speech activity in the native or studied language in accordance with communicative intentions and communicative context.

In this paper, we, following Geeslin (2021), understand competence as the formed ability and readiness of an individual to perform an activity, realized through a set of competencies - "the integrity of knowledge, skills and abilities that ensure the professional activity of a specialist".

Competence is considered as "the possession, possession of the relevant competence by a student, including his personal attitude to it and the subject of activity."

Competence is an already established personal quality (set of qualities) of a student and minimal experience of activity in a given area". It represents the "mastery of the manifestation of the basic norms of competence on a creative basis in practice work based on the requirements of society".

Those competencies that are meta- and interdisciplinary in nature, that is, they are formed in the process of studying a set of academic disciplines, are general cultural competencies. General cultural competencies can be of a social personal (interpersonal), general scientific (systemic) and instrumental character, which serves as a criterion for dividing them into the following

subtypes:

1) general scientific competencies - mastery of the conceptual apparatus, knowledge of the development trends of the studied sciences, their interdisciplinary connections, the ability to trace systemic relationships, integrate knowledge from various fields of science, etc.;

2) scientific research competencies - knowledge and ability to plan and organize various studies, analyze a scientific work and practical material, write one's own scientific text, etc.;

3) general linguistic competencies - knowledge of basic terminology, subject of research, mastery of linguistic analysis methods, etc.; work based on the requirements of society".

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subtypes: 1) general scientific competencies - mastery of the conceptual apparatus, knowledge of the development trends of the studied sciences, their interdisciplinary connections, the ability to trace systemic relationships, integrate knowledge from various fields of science, etc.; 2) scientific research competencies - knowledge and ability to plan and organize various studies, analyze a scientific work and practical material, write one's own scientific text, etc.; 3) general linguistic competencies - knowledge of basic terminology, subject of research, mastery of linguistic analysis methods, etc.; This allows us to conclude that instrumental competencies are the ability to understand and apply information, organize and manage the process, build strategies for their actions in solving assigned tasks, the ability to use information technologies, mastery of literary norms and expressive means of language, etc.



Communicative (social and personal) competencies include the ability of an individual to improve the level of his professional skills, continuously work on himself, self-improvement, the ability to critically analyze his intellectual, cultural, professional experience and social communication skills, readiness to apply in practice his professional-creative and scientific research qualities in relations with society, in managing a team based on the spiritual, moral and legal attitudes of society, the ability to work in a team, etc. Competence as the ability and readiness of an individual to perform professional activities of students implies the possession by an individual of three large, according to Hymes (2002), classes of competencies:

- 1) professional (special) - for the implementation of a specialist's professional activity;
- 2) supra-professional - for effective work in an organization;
- 3) key competencies - for the successful socialization of each member of a given society.

Based on the research of our predecessors, we believe that professional competencies predetermine the ability individuals to solve professional problems in various real situations of their work activity with the help of knowledge, professional skills, life values, beliefs and inclinations. Transprofessional competencies, along with professional ones, form the "basis of any professional activity (from secretary to director)" and are "a prerequisite for the timely adaptation of an employee to constantly changing social conditions". Key competencies are defined as the most general (universal) abilities and skills that allow a person to understand the situation and achieve results in personal and professional life in the conditions of increasing dynamism of modern society.

It is impossible not to pay attention to the fact that professional competencies formed in the process of studying subjects in a specifically chosen specialty may have specific differences in different branches of professional activity. For a teacher, this is, for example, the ability to effectively professional activity based on didactic, psychological, linguistic, methodological, psycholinguistic and other knowledge and constructive, organizational, epistemological, communicative, managerial skills. The following types of professional competence come to the forefront for a teacher:

- 1) linguistic competence (knowledge of the language system and the ability to use it are necessary for a teacher not only for the purpose of adequately understanding the speech of other people and competently expressing one's own thoughts in oral and written form, but also analyzing the speech of students from the point of view of its compliance with the norms of the studied literary language); 2) speech and communicative competence (knowledge and mastery of a variety of linguistic expressive and stylistic means allows a

teacher to use language as a means of communication in various fields of activity and in various situations); 3) methodological competence (the ability to teach a language enables the teacher to use the language for professional purposes). We adhere to the position that in order to ensure the acquisition of specialized professional competencies in the field of linguistics, the content of teaching foreign, in particular English, languages to students of philological faculties of universities is based on knowledge of the system of the studied language and the linguistic units that make it up, the culture of the speakers of this language, and the stylistic features of the functioning of linguistic units in various spheres and situations of communication. In addition, the content of teaching foreign languages includes speech skills and abilities, the ability to apply the acquired knowledge and developed skills and abilities in various communication situations, educational skills, as well as speech material (texts, speech samples, sentence models, communication topics and situations).

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