

**IS'HOQXON IBRAT NOMIDAGI
NAMANGAN DAVLAT CHET TILLARI INSTITUTI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/05.05.2023.Fil.163.01 RAQAMLI ILMIY KENGASH ASOSIDA
BIR MARTALIK ILMIY KENGASH (DSc)**

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NAMANGAN DAVLAT CHET TILLARI INSTITUTI**

ERMIRZAYEV ABBOS VAXOBJONOVICH

**BO'LAJAK INGLIZ TILI O'QITUVCHILARINING SOTSIOLINGVISTIK
KOMPETENSIYASINI AUTENTIK MATERIALLAR VOSITASIDA
TAKOMILLASHTIRISH NAZARIYASI VA AMALIYOTI**

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (ingliz tili)

**PEDAGOGIKA FANLARI DOKTORI (DSc) dissertatsiyasi
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KIRISH (Fan doktori (DSc) dissertatsiya annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda dunyo xalqlarining ijtimoiy, maishiy va madaniy hayotini lingvistik qiyoslash, interpretatsion tahlil usuli asosida o'rganish masalalarini samarali hal etish, demokratik jamiyat qurishda xorijiy tillarni mukammal darajada biladigan yuqori malakali kadrlar tayyorlashning amaliy ahamiyati beqiyosdir. Umumevropa CEFR (Common European Framework of Reference for Language) malaka talablari asosida oliy ta'lim mazmuni va sifatini xalqaro darajaga ko'tarish, zamonaviy pedagogik va axborot texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish orqali bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish zarurati alohida dolzarb ahamiyat kasb etishini ko'rsatmoqda.

Dunyoda bo'lajak ingliz tili o'qituvchilarining til va madaniyatni integratsiyalashgan holda o'rganish qobiliyatini rivojlantirish, tilni ijtimoiy va madaniy kontekstlarga mos holda qo'llay olish tayyorgarligini oshirish, ularning sotsiolingvistik kompetensiyani takomillashtirish darajasini aniqlash, o'qitishda innovatsion ta'lim texnologiyalaridan foydalanish yo'nalishidagi tadqiqotlarga alohida e'tibor qaratilmoqda. Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirishda ta'lim-tarbiya jarayonini samarali tashkil etish, loyihalashtirish, ingliz tilida so'zlarni samarali va muayyan maqsadga erishish uchun qanday ishlatish, tilni ijtimoiy kontekstda to'g'ri va samarali ishlatish qobiliyati suhbatdoshning so'zlarining maqsadini va niyatini to'g'ri tushunish, til bilish texnikasini chuqur egallash kabi indikatorlar muhim ahamiyat kasb etadi.

Xorijiy tajribalarni o'rganish, zamon talablariga mos keladigan ta'lim texnologiyalarini ishlab chiqish, har bir shaxsning intellektual va psixologik salohiyatini namoyon etish, bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini ya'ni tilni ijtimoiy kontekstda to'g'ri va samarali ishlatish bilim, ko'nikma va malakalarini takomillashtirishni taqozo etmoqda. O'zbekiston Respublikasi Prezidenti ta'kidlaganidek: "Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurti bitiruvchilari kamida ikkita chet tilini mukammal bilishlari shart. Bu qat'iy talab har bir ta'lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim"¹. Shu nuqtai nazardan, bo'lajak ingliz tili o'qituvchilarining tilni muayyan vaziyatga mos ravishda qo'llay olish tayyorgarligini oshirishda autentik materiallarni o'rgatishga doir vazifalarni ishlab chiqishga zamonaviy tarzda innovatsion yondashuv samaradorligini oshirish bugunning dolzarb muammolaridan biridir.

Oliy ta'lim tendensiyasining huquqiy asoslari O'zbekiston Respublikasining "Ta'lim to'g'risida" gi qonuni, O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-son "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-

¹ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning 2021 yil 6 mayda chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishida so'zlagan nutqidan.

yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmoni, 2021-yil 19-maydagi PQ-5117-son "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarori, Vazirlar Mahkamasining 2017-yil 11-avgustdagi 610-son "Ta'lim muassasalarida xorijiy tillarni o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risidagi", "Yangi O'zbekistonning 2022-2026 yillarga mo'ljallangan taraqqiyot strategiyasi to'g'risida"gi qaror va farmonlari hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni ta'minlashga muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Mazkur tadqiqot ishi respublika fan va texnologiyalari rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishi doirasida bajarilgan.

Dissertatsiya mavzusi bo'yicha xorijiy ilmiy tadqiqotlar sharhi. Chet tillarni o'qitish jarayonida bo'lajak ingliz tili o'qituvchilari o'z vatani va tili o'rganilayotgan mamalakat madaniyati, urf-odati, an'alarini qiyoslagan holda muloqot qila olish, o'zaro tushunishni mustahkamlash hamda madaniyatlararo farqlarni anglash va qabul qilish ya'ni sotsiolingvistik kompetensiyasini takomillashtirishga oid ilmiy ishlanma va tadqiqotlar xorijiy yetakchi ilmiy markazlari hamda oliy ta'lim muassasalarida amalga oshirilgan, jumladan: Indiana Universiteti, Minnesota Universtiteti (AQSH), Cambridge universiteti, Durham universiteti (Buyuk Britaniya), Toronto Universiteti, Britaniya-Kolumbiya Universiteti (Kanada), Lund Universiteti (Shvetsiya), Waseda (Yaponiya), Melbourne Universiteti (Avstraliya), Berlin universitetlari (Germaniya)da olib borilmoqda.

Sotsiolingvistik kompetensiyani takomillashtirish bo'yicha jahonda qator ilmiy tadqiqot ishlari olib borilib, quyidagi ilmiy natijalar olingan: autentik materiallar orqali til o'rganishda madaniy tafovutlarni o'rgatilgan. Task-based learning (vazifaga asoslangan ta'lim) orqali talabalarning sotsiolingvistik moslashuvchanligini oshirilgan. EFL o'qituvchilarini madaniyatlararo kommunikatsiyaga tayyorlanganligi ilmiy asoslangan. Minnesota Universtiteti (AQSH); Til va madaniyat integratsiyasi, ko'p tillilik va transkultural o'rganish g'oyasini ilgari surgan. U talabalarning sotsiolingvistik kompetensiyasini real, ijtimoiy vaziyatlarda rivojlantirish uchun autentik kontekstlarda til ishlatishni yoqlangan. Til xilma-xilligi, dialektlar, sotsiolingvistik tafovutlarni o'rgatishda autentik matnlar, ayniqsa reklama, ommaviy axborot vositalari, ijtimoiy tarmoqlardagi tilni qo'llash zarurligini asoslangan. Berlin universitetlari (Germaniya); Ilmiy va amaliy natijalar sifatida talabalar so'zlashuvda xatoliklar sonini kamaytirgan, ayniqsa madaniyatga bog'liq kommunikativ xatolar kamaygan. O'qituvchilar madaniyatlararo o'rgatish yondashuvini guruhga muvaffaqiyatli joriy qilgan. O'quv dasturlarida video asosidagi tahlil, autentik suhbatlar va pragmatik feedback tizimi ishlab chiqilgan. (Waseda Universiteti); CLIL orqali talabalar ijtimoiy rollar, madaniy kontekst va til registrlari bo'yicha

chuqurroq bilim olganligi, Cambridge yondashuvi bo'lajak ingliz tili o'qituvchilarini ko'p madaniyatli auditoriyalarda dars o'ta oladigan, sotsiologik sezgir va pragmatik jihatdan moslashuvchan mutaxassislar etib tayyorlaganligi ilmiy asoslangan. (Cambridge universiteti); O'qituvchilar real vaziyatlarda "cultural sensitivity" (madaniy sezgirlik) bilan yondashishni o'rgatilishi, "English Only" emas, balki kontekstual moslashuvga asoslangan til qo'llanilishi, har xil kelib chiqishdagi talabalar uchun til registrlari (masalan, professional, akademik, kundalik) farqlab nutqiy vaziyatda foydalana olishi masalalari ham o'rganilgan. (Melbourne Universiteti)

Dunyoda sotsiologik kompetensiyasini takomillashtirishga doir qator ilmiy-tadqiqot ishlari olib borilmoqda: sotsiologik kompetensiyasini rivojlantirishning metodologik asoslarni takomillashtirish; lingvomadaniy ta'limda innovatsion usullarni ishlab chiqish va qo'llash; sotsiologik kompetensiyasini takomillashtirishning samarali metod va vositalarini ishlab chiqish; talabalarda sotsiologik kompetensiyasini takomillashtirish uchun autentik materiallar va interaktiv vositalardan foydalanish; sotsiologik kompetensiyasini takomillashtirish uchun o'quv materiallari va pedagogik strategiyalarni oldindan rejalashtirish; til va madaniyatni hisobga olgan holda, sotsiologik kompetensiyasiga ta'sir etuvchi omillarni tahlil qilish orqali takomillashtirish zarur hisoblanadi.

Muammoning o'rganilganlik darajasi. O'zbek pedagog-olimlari J.Jalolov, L.Ahmedova, G.Bakiyeva, G.Mahkamova, T.Sattarov, K.Risqulova, S.Ziyayeva, F.Rashidova, S.Saydaliyev, S.Misirov, M.Yakubbayev, D.Isroilova, Z.Abdujabborova, B.Kulmatov, G.Tadjibayev, D.Sarimsokova va M.Ro'zmetovalar tomonidan mazkur masala bo'yicha ilmiy izlanishlar olib borilgan².

² Jalolov J.J. Chet tilni o'qitish metodikasi. O'qituvchi nashriyot-matbaa ijodiy uyi. T- 2012. – 431 b.; Ahmedova L.T. Роль и место педагогических технологий в профессиональной подготовке студентов. –Т.: Фан ва технология. -2009.; Бакиева Г.Х. Преодоление звуковой интерференции при обучении русскому произношению студентов-узбеков (на материале консанантизма).: автореф. Дисс. канд.пед.наук. –Тошкент: –1987. –21 с; Махкамова Г. Концепция формирования межкультурной компетенции студентов факультетов английского языка. – Ташкент: Фан, 2010. – 208 с.; Сатторов Т.Қ. Бўлажак чет тили ўқитувчисининг услубий омилкорлигини шакллантириш технологияси. –Т.– ТДЮИ, 2003.– 191 б.; Рискулова К.Ж. Бўлажак инглиз тили ўқитувчилари социолингвистик компетентлигини шакллантириш тизими: Пед. фанл. докт. ...дисс. автореф. – Тошкент, 2017. – 62 б. 64.; Зияева С.А. Совершенствование социолингвистической компетенции студентов языковых высших образовательных учреждений при обучении немецкому языку: Пед. фанл. докт. ...дисс. – Тошкент, 2020. . – 28 б; Рашидова Ф.М. Совершенствование концептуально-методических основ внедрения CEFR в систему непрерывного образования Узбекистана (на примере английского языка). Дисс. ... док. пед. наук. – Т.: 2017. – 309 с.; Сайдалиев С. С. Чет тил ўқитиш методикасидан очерклар. –Наманган: НамДУ, 2000. –210 б; Исроилова Д.М. Профессионально ориентированное обучение студентов английскому языку с учётом межпредметных связей в нефилологических вузах (на примере технологического факультета) : Дис...канд. пед. наук. –Т., 2020. – 144с.; Misirov S.A. Ingliz tili mashg'ulotlarida pedagogika va psixologiya yo'nalishi talabalarining kasbiy kompetensiyasini takomillashtirish nazariyasi va amaliyoti Diss. ... dok. ped. nauk. – N.: 2024. – 184 s.; Yakubbayev M.M. Nemis tilini o'qitish jarayonida talabalarda lingvomadaniy kompetentlikni rivojlantirish metodikasi. Diss. ... dok. ped. nauk. – N.: 2024. – 144 s.; 16. Абдужаббарова З.Р. Касб-хунар коллежлари ўқувчиларига инглиз тилида қўшимча матнлар ўқитиш технологияси Пед. фан. номз. ... дис. - Тошкент: ТДПУ, 2007. Б 84; Kulmatov B.G. Ingliz tilini innovatsion texnologiyalar yordamida o'qitishda CEFR mezonlaridan foydalanishning nazariy asoslarini takomillashtirish. Avtoref. dis. ... ped. fan. dok. – Т.: 2018. – 21 b.; Тажибаев Ғ.Ш. Бошланғич синф ўқувчиларига чет тил ўқитишда коммуникатив ёндашув. пед.фан.бўйича фал.д-ри (PhD).... Дисс. – Т., 2019. Б-10. Саримсокова Д.М. Мустақил таълим жараёнида талабаларнинг

Mustaqil davlatlar hamdo'stligi (MDH) olimlari Ye.Passov, M.Seliverstova, N.Arshinova, T.Gustomyasova, I.Zimnya, N.Belenyuk, O.Xalupo, V.Zaxarova, L.Zueva, L.Krisin, Ye.Nechaeva, L.Pavlova, N.Suxova, E.Shevarshinova, V.Belikov, N.Dagbaeva, S.Dortman, F.Sharkovlarning ilmiy-tadqiqot ishlarida chet tilda kommunikativ kompetensiya va uning muhim tarkibiy qismi hisoblangan sotsiolingvistik kompetensiyani takomillashtirishning o'ziga xos metodik jihatlari tadqiq qilingan³.

Xorijiy davlatlarda chet til o'qitishda til va madaniyat muammolari, til o'rganishda ijtimoiy, ijtimoiy-madaniy kompetensiyalarni rivojlantirish, chet tilda kommunikativ kompetensiyani rivojlantirishda sotsiolingvistik kompetensiyaning o'rni va ahamiyati masalalari M.Kanale, E.Kohen, A.Rays, M.Bayram, B.Dodj, S.Savignon, F.Delmare, J.Alderson, H.Viddovsonlar tomonidan o'rganilgan⁴.

инглиз тилида социолингвистик компетенциясини ривожлантириш технологияси пед.фан.бўйича фал.д-ри (PhD)... Дисс. – Н., 2022. Б-19; Рuzметова М.Ш. Ўқувчиларга узлуксиз инглиз тилини ўргатишда лингвистик компетенциянинг педагогик асослари // Узлуксиз таълим тизимида ҳамкорлик педагогикаси. Халқаро конф-я. 2014.–Т.: –Б. 238-240.; -176 с.

³ Пассов Е. И. Коммуникативный метод обучения иноязычному говорению. 2-е изд. –М.: Просвещение, 1991. –223 с.; Селиверстова М. В. Формирование управленческих компетенций учителя в условиях развития современного образования: Дис. канд. пед.наук. -Ижевск, 2011. –212с.; Аршинова Н.И. Формирование иноязычной лингвистической компетенции студентов вуза с применением средств компьютерных технологий: английский язык как вторая специальность: Дис. канд. пед.наук. - Петрозаводск, 2007. - 189 с.;Густомясова Т.И.Методика формирования социолингвистической компетенциистудентовна материале E-mail-проектов: неязыковой вуз, английский язык: Дис. ... канд. пед. наук. - Волгоград, 2010. - 217 с.; Зимняя И.А. Ключевые компетентности как результативно- целевая основа компетентностного подхода в образовании. –М.: Исслед.центр проблем качества подготовки специалистов, 2004. -38с.; Беленюк Н.А. Формирование социолингвистической компетенции студентов младших курсов технического вуза в процессе обучения устному общению: английский язык, базовый курс: Дис. канд. пед.наук. -Томск, 2007. - 170 с.; Халупо О.И. Формирование коммуникативной культуры у студентовтехническоговузапри изучении иностранных языков.: Дис.канд.пед.наук. - Челябинск, 2002. - 144 с.; Захарова В.И. Социолингвистические особенности преподавания в институтах повышения квалификации государственных служащих по проблеме взаимодействия власти и общества. Выступление на Международной конференции «Наука и современное образование», проходившей 14-15 ноября 2014 года в Республике Сербия (Университет в Ниш).;Зуева Л.Ф. Формирование социолингвистической компетенции студентов вузов физической культуры.: Дис. ...канд.пед.наук. -Малаховка, 2002. -180 с.; Крысин Л.П. Современный русский язык. Лексическая семантика. Лексикология. Фразеология. Лексикография. -М.: Издательский центр «Академия», 2007. -240 с.;Нечаева Е.С. Методика формированиясоциолингвистической компетенциистудентовязыковых факультетов педагогических вузов на основе социофонетического компонента: на материале английского языка: Диссертация кандидата педагогических наук: -Москва, 2010. - 216 с.; Павлова Л. П. Исследование влияния игровой учебной деятельности на формирование межкультурной компетенциистудентоввуза: На материале иност 189. Шеваршинова, Е.И. Применение медиатекстов с целью взаимосвязанного обучения иностранному языку и межкультурному общению студентов языковых факультетов // Е.И Шеваршинова // Наука и школа. - 2015 -№ 1 –с. 175-181.ранного языка: Дис. ... канд.пед. наук: -Ставрополь, 2004.; Сухова Н.А. Формирование культурно-страноведческой компетенции на основе аутентичных материалов в процессе обучения устной речистудентов педагогического вуза: Второй курс, немецкий язык: Дис. ...канд.пед.наук. - Санкт-Петербург, 2002. - 244 с.;Шеваршинова, Е.И. Применение медиатекстов с целью взаимосвязанного обучения иностранному языку и межкультурному общению студентов языковых факультетов // Е.И Шеваршинова // Наука и школа. - 2015 -№ 1 –с. 175-181.;Дagбаева Н.Ж. Овчинникова М.Ф. Принципы формирования социолингвистикой компетенции на начальном этапе языкового вуза// Вектор науки ТГУ №1.(8). 2012. Стр. 103-105.; Беликов В.И., Крысин Л.П. Социолингвистика: Учебник для вузов. - Москва, Рос.гос. гуманит. университет., 2001 год Стр 91.;Дортман, С.Р. Обучение лингвокультурологической компетенции учащихся средних профессиональных образовательных учреждений (на материале немецкоязычных медиатекстов): дис. ... канд. пед. наук: 13.00.02 / Дортман С. Р. – Пятигорск, 2012. – 180с.;Шарков Ф.И. Основы теории коммуникация. Москва.2001. С.24- “Информация, управления, бизнес” сайтдан олинган.;

⁴ Canale M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing / M. Canale, M. Swain // Applied Linguistics. - 1980.- №1.-P. 11-47.; Cohen A. D. The production of Speech Acts by EFL learners / A. D. Cohen, E. Olshtain // TESOL Quarterly, 1993. - № 27 (1). - P. 33 - 56.; Rice A., Stempleski S.

Biroq globallashuv sharoiti talablari asosida xalqaro ta'lim standartlariga mos ravishda bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini autentik matnlarni o'qish vositasida takomillashtirish tizimi monografik aspektida tadqiq etilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejaları bilan bog'liqligi: Dissertatsiya tadqiqoti Namangan davlat chet tillari institutining "Tilshunoslik, adabiyotshunoslik, tarjimashunoslik va chet tillar o'qitishning dolzarb muammolari" ilmiy-tadqiqot ishlari doirasida bajarilgan.

Tadqiqotning maqsadi bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini autentik matnlarni o'qishni o'rgatish vositasida takomillashtirish metodikasiga doir taklif va tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

"kompetensiya, kommunikativ kompetensiya, sotsiologik kompetensiya" tushunchalarining mazmun-mohiyatini asoslash, autentik matnlarni tanlashga qo'yiladigan metodik talablarni aniqlash;

bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini takomillashtirish jarayonida yuzaga keladigan tilga oid qiyinchilik va xatolar tipologiyasini aniqlash;

bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini takomillashtirishga xizmat qiladigan inglizcha mashq va topshiriqlar tizimini ishlab chiqish;

bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini autentik matnlarni o'qishni o'rgatishning innovatsion texnologiyalari asosida takomillashtirish;

bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini takomillashtirish darajasini aniqlovchi indikatorlarni ishlab chiqish.

Tadqiqotning obyekti sifatida bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini autentik matnlarni o'qishni o'rgatish vositasida takomillashtirish jarayonlar tanlab olingan.

Tadqiqotning predmetini bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini autentik matnlarni o'qishni o'rgatish vositasida takomillashtirishning mazmuni, shakl, usul va vositalari tashkil etadi.

Tadqiqotning usullari: psixologik-pedagogik tahlil, tadqiqot muammolari bo'yicha adabiyotlar tahlili, o'quv-uslubiy, madaniy, lingvistik; me'yoriy hujjatlarni o'rganish, an'anaviy va innovatsion tajribalarni o'rganish hamda tizimlashtirish; pedagogik loyihalashtirish; pedagogik modellashtirish; empirik; anketa; suhbat; test usuli; talabalarni o'quv va ijodiy faoliyati mahsulining tahlili; natijalarni grafik tasvirlash; tajriba-sinov; diagnostik va matematik-statistik tahlil.

Explorations. An Interactive Approach to Reading. Boston Heinle, Heinle Publishers, 1999, p.68.; Byram, M. Introduction. Intercultural competence| M.Byram| edited by M.Byram/- Council of Europe.-2006.-p. 5-13.;Dodge B. WebQuestTaskonomy: A Taxonomy of Tasks. 1999.;Savignon S.J. Interpreting communicative language teaching. Context and concerns in teacher education / S. J. Savignon. - Yale University Press; New Haven & London, 2002. - 243 p.; Delamare F. Winterton, J What is Competence? – Human Resource Development International, Vol.8 No.1, March 2005, P. 27-46.; Alderson, J.C. (2000) Assessing Reading Cambridge, C.U.P.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

“kompetensiya”, “kommunikativ kompetensiya”, “sotsiolingvistik kompetensiya” tushunchalarining tilshunoslik, lingvomamlakatshunoslik va lingvodidaktika sohalaridagi mazmun-mohiyati ilmiy-metodik jihatdan asoslanib, autentik matnlarni tanlashga qo‘yiladigan mazmuniy moslik (Content appropriateness), tilda real kontekstga moslik (authenticity of language use), til darajasiga moslik (language level adequacy), hajmi va strukturaviy soddaligi (length and structure suitability) metodik talablar o‘zbek tili va o‘rganilayotgan chet tilning madaniy (cultural), sotsiolingvistik (sociolinguistic), nutqiy (speech) me‘yorlarini qiyoslash tamoyili asosida aniqlangan;

til materialining sotsiolingvistik xususiyatlari (sociolinguistic features), madaniyatlararo tafovutlar (cross-cultural differences), kontekstual moslik (contextual appropriateness) darajasi inobatga olgan holda differensial yondashuv asosida bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish jarayonida uchraydigan leksik, grammatik va fonetik qiyinchiliklar hamda xatolar tipologiyasi aniqlangan;

bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini autentik matnlarni o‘qishni o‘rgatish vositasida takomillashtirish bo‘yicha inglizcha mashq va topshiriqlar tizimi tilning akkumulyativ (accumulative), identifikatsion (identificatory), kommunikativ (communicative), apellyativ (appellative) va kognitiv (cognitive) funksiyalaridan foydalanish orqali ishlab chiqilgan;

bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyani tabiiylik (naturalness), kontekstlilik (contextuality), murakkablik (complexity), foydalilik (usefulness) xususiyatlariga ega bo‘lgan podkast transkriptlari, blog postlari, gazeta va jurnal maqolalari kabi autentik matnlarni o‘qishni o‘rgatishning WebQuest, Podcast-based Learning, Collaborative Reading innovatsion texnologiyalari asosida takomillashtirilgan;

bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish darajasini belgilovchi indikatorlar davlat ta‘lim standartlari va umumevropa (CEFR) talablari hamda kognitiv (bilim), operatsional (amaliy ko‘nikma), va affektiv (shaxsiy-munosabatga oid) komponentlarni qamrab olgan sotsiolingvistik kompetensiyaning integrativ modeli asosida ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish mezonlari va ko‘rsatkichlari aniqlashtirilgan;

ingliz tilini o‘qitish jarayonida “kompetensiya”, “kompetentlik” va “sotsiolingvistik kompetensiya” kabi tushunchalarni takomillashtirish muammosiga uslubiy yondashuvning mualliflik talqini taqdim etilgan;

bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirishga doir autentik matnlar (jumladan, jurnal, blog post va ijtimoiy tarmoqlardagi matnlar) asosida o‘quv materiallari tizimlashtirilgan;

“Til aspektlari amaliyoti” nomli o‘quv qo‘llanma ishlab chiqilgan;

bo'lajak ingliz tili o'qituvchilariga ingliz tilini o'qitish jarayonida sotsiolingvistik kompetensiyasini takomillashtirishning o'quv-uslubiy ta'minoti yaratilgan.

Tadqiqot natijalarini ishonchliligi o'rganilayotgan muammoni keng ko'lamda ochib berishda yaxlit ilmiy-pedagogik yondashuv, tadqiqot maqsadi, predmeti hamda pedagogik vazifalar mohiyatiga muvofiq tadqiqot metodlarining tanlanganligi, tajriba-sinov ishlariga jalb etilgan respondentlar sonining talab darajasida ekanligi, tajriba-sinov ishlarining statistik ma'lumotlarga tayanilganligi va matematik-statistik jihatdan qayta ishlanganligi, dastlabki nazariy tamoyillarning izchilligi, tajriba-sinov ish natijalari bo'yicha asosiy nazariy takliflarni amaliy tasdiqlanganligi, olingan natijalarning aniq metodlar yordamida tekshirilganligi bilan izohlanadi.

Tadqiqot natijalarini ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini autentik matnlarni o'qishni o'rgatish mazmun-mohiyati yoritilganligi, ingliz tilida autentik matnlarni o'qishni o'rgatishning talabalarning lingvistik va nutqiy kompetensiyalarini rivojlantirishdagi o'rni va ahamiyatining o'ziga xos pedagogik hamda metodik xususiyatlarini belgilab berilganligi, muammoning o'rganishga doir yondashuvlarning tahlil etilganligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. Ingliz tili mashg'ulotlarida bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini autentik matnlarni o'qishni o'rgatish vositasida mazmun-mohiyatini takomillashtirish bo'yicha ishlab chiqilgan uslubiy va amaliy takliflar asosida:

“kompetensiya”, “kommunikativ kompetensiya”, “sotsiolingvistik kompetensiya” tushunchalarining tilshunoslik, lingvomamlakatshunoslik va lingvodidaktika sohalaridagi mazmun-mohiyati ilmiy-metodik jihatdan asoslanib, autentik matnlarni tanlashga qo'yiladigan mazmuniy moslik (Content appropriateness), tilda real kontekstga moslik (authenticity of language use), til darajasiga moslik (language level adequacy), hajmi va strukturaviy soddaligi (length and structure suitability) metodik talablar o'zbek tili va o'rganilayotgan chet tilning madaniy (cultural), sotsiolingvistik (sociolinguistic), nutqiy (speech) me'yorlarini qiyoslash tamoyili asosida aniqlashga oid tavsiyalar “Til aspektlari amaliyoti” o'quv qo'llanmasiga singdirilgan. (Oliy ta'lim, fan va innovatsiyalar vazirining 2023-yil 6-noyabrdagi 491-son buyrug'i asosida berilgan № 491616-raqamli nashr ruxsatnomasi). Natijada, bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini C1 darajalarida egallanishiga erishilgan;

til materialining sotsiolingvistik xususiyatlari (sociolinguistic features), madaniyatlararo tafovutlar (cross-cultural differences), kontekstual moslik (contextual appropriateness) darajasi inobatga olgan holda differensial yondashuv asosida bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish jarayonida uchraydigan leksik, grammatik va fonetik qiyinchiliklar hamda xatolar tipologiyasi aniqlashga doir amaliy takliflardan xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi fan dasturlarini ishlab chiqishda foydalanilgan. (Namangan davlat chet tillari institutining 2025-yil 14-iyuldagi 1637-03-son ma'lumotnomasi). Natijada, o'qish (reading)

maslh'ulotlarida talabalarning sotsiolingvistik kompetensiyasini takomillashtirishda leksik, grammatik va fonetik qiyinchiliklarni bartaraf etishga doir maslhqlar ishlab chiqilgan.

bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini autentik matnlarni o'qishni o'rgatish orqali takomillashtirish bo'yicha inglizcha maslhq va topshiriqlar tizimi tilning akkumulyativ (accumulative), identifikatsion (identificatory), kommunikativ (communicative), apellyativ (appellative) va kognitiv (cognitive) funksiyalaridan foydalanish orqali ishlab chiqilgan takliflardan xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishi fan dasturlarini ishlab chiqishda foydalanilgan (Namangan davlat pedagogika institutining 2025-yil 25-iyundagi 22-18/1120-01/01-son ma'lumotnomasi) Natijada, o'qish (reading) maslh'ulotlarida bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish samaradorligi ta'minlangan;

bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyani tabiiylik (naturalness), kontekstlilik (contextuality), murakkablik (complexity), foydalilik (usefulness) xususiyatlariga ega bo'lgan podkast transcriptlari, blog postlari, gazeta va jurnal maqolalari kabi autentik matnlarni o'qishni o'rgatishning WebQuest, Podcast-based Learning, Collaborative Reading innovatsion texnologiyalari asosida takomillashtirishga doir taklif va tavsiyalaridan 2023-2024-yillarda bajarilgan "ERASMUS+ Capacity Building Project 101129076 EMPOWER: Women Entrepreneurship, Empowerment, employability and self-confidence" loyihasi doirasida belgilangan vazifalar ijrosini ta'minlashda foydalanilgan. (Namangan davlat chet tillari institutining 2025-yil 14-iyuldagi 1641-03-raqamli dalolatnomasi) Natijada, talabalarning sotsiolingvistik kompetensiyasini takomillashtirishda autentik matnlarni o'qib tushunganligini og'zaki nutqni tekshirish usullari orqali takomillashtirilgan;

bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish darajasini belgilovchi indikatorlar davlat ta'lim standartlari va umumevropa (CEFR) talablari hamda kognitiv (bilim), operatsional (amaliy ko'nikma), va affektiv (shaxsiy-munosabatga oid) komponentlarni qamrab olgan sotsiolingvistik kompetensiyaning integrativ modeli asosida ishlab chiqilgan tavsiyalardan O'zbekiston Milliy teleradiokompaniyasi "O'zbekiston-24" ijodiy birlashmasi "O'zbekiston" teleradiokanali tomonidan tayyorlangan "Bolalar va biz", "Ta'lim va taraqqiyot" nomli eshittirishlarining 2025 yil yanvar va may oylaridagi sonlarining oliy ta'limga oid ruknida foydalanilgan (O'zbekiston Milliy teleradiokompaniyasining «O'zbekiston-24» ijodiy birlashmasi» davlat muassasasining 7-iyul 2025-yildagi 05-09-1089-sonli ma'lumotnomasi). Natijada, talabalarning ingliz tilida sotsiolingvistik kompetensiyasini takomillashtirish metodikasini ommalashtirishga xizmat qilgan.

Tadqiqot natijalarining aprobatsiyasi. Dissertatsiya tadqiqoti natijalari 4 ta xalqaro anjumanda va 4 ta respublika anjumanlarida muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha 28 ta ilmiy ish, shulardan 1ta o'quv qo'llanma, 1 ta monografiya, 1 ta o'quv-uslubiy qo'llanma O'zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy

nashrlarda 11 ta maqola, shundan, 8 tasi respublika va 3 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya tarkibi kirish, to‘rtta bob, xulosa, foydalanilgan adabiyotlar ro‘yxati va ilovalardan iborat. Dissertatsiyaning hajmi 213 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida mavzuning dolzarbligi va zarurati, muammoning o‘rganilganlik darajasi asoslangan, tadqiqotning maqsadi va vazifalari, obyekt predmeti va usullari aniqlangan, respublika fan va texnologiyalarni rivojlantirishning ustuvor yo‘nalishlariga bog‘liqligi ko‘rsatilgan, ilmiy yangiligi, amaliy natijalari bayon qilingan, olingan natijalarning ilmiy- nazariy va amaliy ahamiyati, ishonchliligi, amaliyotga joriy qilinganligi, aprobatsiyasi, nashr etilgan ishlar, ishning tuzilishi bo‘yicha ma‘lumotlar keltirilgan.

Dissertatsiyaning **“Bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirishning ilmiy-nazariy masalalari”** deb nomlangan birinchi bobida xorijiy tillarni o‘qitishda sotsiolingvistik asoslar, kompetensiya tushunchasi, mazmun-mohiyati va uning turlari, xorijiy tillarni o‘qitishda sotsiolingvistik kompetensiyani takomillashtirish xususiyatlariga e‘tibor qaratilgan.

O‘zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-sonli qarorini qabul qilinishi chet tillarni, jumladan, ingliz tilini uzluksiz ta‘lim tizimining barcha bosqichlarida mukammal o‘rganishni tashkil etish va muhim ahamiyatga ega bo‘ldi⁵.

Mazkur qaror O‘zbekistonda ingliz tilini o‘qitishda zamonaviy pedagogik va axborot texnologiyalarini qo‘llash orqali o‘qitishda qator ijobiy natijalarga olib kelishi nazarda tutildi. Globallashtirish va axborot asrida xorijiy tillarni o‘rganish faqatgina grammatik va leksik bilimlarga ega bo‘lishni emas, balki ushbu tillarda samarali muloqot qilishni, madaniyatlararo aloqani to‘g‘ri yo‘lga qo‘yishni ham talab qilmoqda. Ayniqsa, ingliz tilining xalqaro aloqa vositasi sifatida ahamiyati ortib borayotgan bir paytda, bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini shakllantirish va takomillashtirish dolzarb muammolardan biri sifatida qaralmoqda.

Mazkur masala bo‘yicha ilmiy izlanishlar olib borgan olimlar kompetensiya, kompetentlik, kommunikativ kompetensiya tushunchalarini aniqlashtirishgan. Shuning uchun dastlab kompetensiya tushunchasiga izoh berish lozim.

Tadqiqotlarda “kompetensiya” tushunchasi u yoki bu kasb egasiga zarur bo‘lgan qonuniyat, tamoyil, talab va qoidalar, burch, vazifa hamda majburiyat hamda me‘yorlar yig‘indisi degan ma‘nolarni anglatib, “samaradorlik”,

⁵ O‘zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-sonli qarori

“moslashuvchanlik”, “muvaffaqiyatlilik”, “tushunuvchanlik”, “natijalilik”, “uquvlilik”, “xoss”, “xususiyat”, “sifat” va “miqdor” kabi tushunchalar asosida ham tavsiflanmoqda.

Kompetensiya atamasining mazmun va mohiyati pedagog, psixolog va metodist olimlar tomonidan turlicha talqin etiladi. Talqinlar har bir fanning o‘ziga xos xususiyatlaridan kelib chiqqan holda ilgari suriladi. Pedagog olim V.I.Baydenkoning fikricha “kompetensiya shaxslarning bilimi, hayotiy ko‘nikma va malakasiga, layoqatiga ko‘ra mutanosiblikni o‘zida namoyon etish imkoniyatiga ega bo‘lishidir deb izohlanadi⁶. Kompetensiya insonning turli sohalarida faoliyat olib borishi uchun zarur bo‘ladigan bilim, ko‘nikma, malaka va shaxsiy fazilatlar yig‘indisini ifodalaydi

Shuningdek, kompetentlik atamasi ham lotincha “compete“ so‘zi bilan o‘zakdosh bo‘lib, “erishayapman”, munosibman” degan ma‘nolarini anglatadi hamda muayyan sohadan xabardorligini, bilishini va tajribaga ega ekanligini bildiradi⁷.

Tadqiqotchilardan Yu.F.Maysurazde kompetentlik tushunchasini shaxs egallagan bilimlarni ketma-ketlikda qo‘llash usuli sifatida izohlaydi. Bu yondashuvning o‘ziga xos xususiyati unda bilishga nisbatan talabdan tashqari subyekt va obyekt o‘rtasidagi munosabatlar ham talab qilinadi⁸.

Psixolog olim N.V.Grishina ushbu masalaga ijtimoiy-psixologik nuqtai nazardan yondashib, kompetentlikni “qarama-qarshiliklar tabiatini tushunish, muammolarga nisbatan konstruktiv qarashni shakllanishi, yuzaga kelayotgan vaziyatlarni tahlil qilish, ularni kelib chiqish sabablarini aniqlash hamda ularni boshqarishda” deb tushunadi⁹.

Kommunikativ kompetensiya atamasiga o‘rganilayotgan chet til bo‘yicha egallangan bilim, ko‘nikma va malakalarni muloqot jarayonida qo‘llash qobiliyati, degan mazmunda ta‘rif berilgan. Ushbu atama tarkibidagi asosiy tushunchani ifodalovchi competence so‘zi dastlab N.Chomskiy tomonidan “grammatik kompetensiya”, ya‘ni gapiruvchi va tinglovchining til haqidagi bilimi, degan ma‘noda qo‘llanilgan. D.Xayms bolaning til haqidagi bilimi - grammatikani o‘zlashtirish jarayonida undan to‘g‘ri foydalanishni, qachon, qayerda, kimga, qay tarzda va nima haqida gapirish maqbulligini o‘rganish orqali kommunikativ kompetentligini takomillashtirib boradi, deya kommunikativ kompetensiya atamasining muallifiga aylandi¹⁰.

Bo‘lajak ingliz tili o‘qituvchilarining kommunikativ kompetensiyasini rivojlantirish muammosi nafaqat pedagog olimlar bilan birga lingvist va metodist olimlar tomonidan ham uning turli jihatlari tadqiq etilgan. Jumladan,

⁶ Байденко В.И. Выявление состава компетенции выпускников вузов как необходимый этап проектирования ГОСВПО нового поколения: Методическое пособие. -М.: Исследовательский центр проблем качества подготовки специалистов, 2006.-72 с.

⁷ Ўзбекистон миллий энциклопедияси. “Ўзбекистон миллий энциклопедияси” Давлат миллий нашриёти, -Т.: 2008. 8 том. Б-26.

⁸ Майсурадзе Ю.Ф. Роль образования в повышении компетентности руководящих кадров // Научное управление обществом. Вып. 10. М., 1976. - С.277-298.

⁹ Гришина Н.В. Психология конфликта. Хрестоматия. -2-е изд. - СПб.: Питер, 2009. - 538 с.

¹⁰ Хаймс Д. Этнография речи / Э. Хаймс // Новое в лингвистике. Социолингвистика. - М., 1975. - Вып. 7 - С. 42-95

kommunikativ kompetensiyaning nazariy va amaliy masalalari N.N.Dolovova, Ya.V.Taraskina, O.I.Xalupo, I.V.Alexina, R.S.Arefev, T.P.Popova, S.A.Strokova ilmiy tadqiqotlarida yoritib berilgan.

2003-yilda Yevropa Kengashi tillarga oid CEFR dasturini ishlab chiqdi, unda umumiy va kommunikativ til kompetensiyalarni alohida qayd etib o‘tdilar. Kommunikativ til kompetensiyasi lingvistik, sotsiolingvistik va pragmatik tarkibiy qismlardan iboratligi qayd etib o‘tildi.

Lingvistik kompetensiya til materiali (talaffuz, leksika, grammatika) haqida bilimlar va nutq faoliyati turlari (tinglab tushunish, gapirish, o‘qish va yozuv) bo‘yicha ko‘nikma va malakalarni egallashni nazarda tutadi¹¹.

Pragmatik kompetensiya o‘rganilayotgan ingliz tilida kommunikativ vaziyatda tushunmovchiliklar paydo bo‘lganda takroran so‘rash, uzr so‘rash kabi murakkab vaziyatlardan chiqib keta olish qobiliyatini nazarda tutadi.

Sotsiolingvistik kompetensiya, ijtimoiy-madaniy kompetensiyani o‘z ichiga olib, autentik nutqning milliy xususiyatlarini, o‘zi yashayotgan mamlakatning urf-odatlarini, qadriyatlarini, marosimlari va boshqa milliy-madaniy xususiyatlarini bilish hamda tili o‘rganilayotgan mamlakat bilan taqqoslagan holda taqdim eta olish qobiliyatini ko‘zda tutadi. Sotsiolingvistik kompetensiya til egalarida hayratlanish yoki achchiqlanishni uyg‘otmaydigan, ular uchun tabiiy, odatiy sanalgan muomalada muloqot qila olish kabilar tahlil qilishi ham ko‘rsatib o‘tilgan¹².

I.L. Bim, V.V. Safonova, P.V. Sisoyev sotsiolingvistik kompetensiya kommunikativ kompetensiyaning tarkibiy qismi sifatida e‘tirof etadilar¹³. I.L. Bim va V.V. Safonovalar ijtimoiy-madaniy kompetensiyani tarkibiga sotsiolingvistik kompetensiyani ham kiritadilar hamda ingliz tilini o‘qitishda ijtimoiy-madaniy yondashuvni asoslab beradilar. Shunday qilib, XX asrning 90-yillaridan boshlab, sotsiolingvistik kompetensiyaga oid ikki nuqtai nazar kommunikativ kompetensiyaning bir qismi sifatida vujudga kelgan. Bizning fikrimizcha, sotsiolingvistik kompetensiyani kommunikativ kompetensiyaning muhim tarkibiy qismi sifatida oliy ta‘lim muassalarida rivojlantirish, takomillashtirish maqsadga muvofiqdir. Faqat shu tarzda bo‘lajak ingliz tili o‘qituvchilarining ijtimoiy-madaniy kompetensiya doirasida tili o‘rganilayotgan mamlakat dunyosining yangi ko‘rinishini o‘rgangan holda, sotsiolingvistik kompetensiyani takomillashtirish jarayonida dunyoning lingvistik manzarasini o‘zlashtirishi mumkin.

Oliy ta‘lim tendensiyasining huquqiy asoslari O‘zbekiston Respublikasining “Ta‘lim to‘g‘risida” gi qonuni, O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabridagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-

¹¹ Common European Framework of Reference for Languages: Learning, teaching, assessment. Language Policy Unit. Strasbourg. – 2010. –274 p. Electron Resource: www.coe.int/lang-CEFR

¹² Беленюк Н.А. Формирование социолингвистической компетенции студентов младших курсов технического вуза в процессе обучения устному общению: английский язык, базовый курс: Дис. канд. пед. наук. -Томск, 2007. - 170 с

¹³ Бим И. Л. Личностно-ориентированный подход - основная стратегия обновления школы / И. Л. Бим // Иностранные языки в школе. - 2002. — № 2. - С . 11-15.; Сысоев П.В. Социокультурный компонент содержания обучения американскому варианту английского языка (для школ с углубленным изучением иностранного языка) : дис. ...канд. пед. наук : 13.00.02 / П.В. Сысоев; Тамбов. Гос. Ун-т. - Тамбов, 1999. - 235 с.; Сафонова В.В. Изучение языков международного общения в контексте диалога культур и цивилизаций / В.В. Сафонова. - Воронеж : ИСТОКИ, 1996.-237 с.

tadbirlari to'g'risida"gi PQ 1875-sonli, 2019-yil 8-oktabrdagi PF-5847-son "O'zbekiston Respublikasi Oliy ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi, farmonlari, O'zbekiston Respublikasi Prezidentining 2022-yil 22-yanvar PF-60-son "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida", 2017-yil 20-apreldagi PQ-2909-son "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida", 2021-yil 19-maydagi PQ-5117-son "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarorlarida o'z aksini topgan bo'lib, ularda qo'yilgan talablarga binoan oliy ta'lim muassasalarida o'qitiladigan fanlarning mazmunini xalqaro tajribalar asosida takomillashtirish orqali dunyo mehnat bozorida raqobatbardosh o'qituvchilar tayyorlash talab etiladi.

Uzluksiz ta'lim tizimining barcha bosqichlarida chet tillarini o'qitishning asosiy maqsadi jadal rivojlanayotgan ijtimoiy hayotda kundalik, ilmiy va sotsiolingvistik sohalarida xalqaro miqyosda erkin faoliyat olib borishlari uchun chet tillarida sotsiolingvistik kompetensiyani takomillashtirishdan iboratdir. DTSda kompetensiyalar uchta guruhda tasnif etiladi:

– lingvistik kompetensiya ya'ni til kompetensiyasi (fonetika, leksika, grammatika) haqida bilimlar va nutqiy kompetensiya (tinglash, gapirish, o'qish va yozish) bo'yicha ko'nikmalarni egallashdan iboratdir;

– sotsiolingvistik kompetensiya ijtimoiy-madaniy kompetensiyani o'z ichiga olib, autentik nutqning milliy xususiyatlarini: o'zi yashayotgan mamlakatning urf-odatlarini, qadriyatlarini, marosimlarini va boshqa milliy- madaniy xususiyatlarini bilish hamda tili o'rganilayotgan mamlakat bilan taqqoslagan holda taqdim eta olish qobiliyatini ko'zda tutadi;

– pragmatik kompetensiya o'rganilayotgan chet tilida kommunikativ vaziyatda tushunmovchiliklar paydo bo'lganda takroran so'rash, uzr so'rash va hokazolar orqali murakkab vaziyatlardan chiqib keta olish qobiliyatini nazarda tutadi. Mazkur standartda diskurs kompetensiyasi pragmatik kompetensiya tarkibiga kiritilgan. Diskurs kompetensiya og'zaki va yozma nutqdagi izchillikni ta'minlashda lingvistik signallarni tushunish va interpretatsiya qilish ko'nikmalarini nazarda tutadi.

Olib borilgan tadqiqotlar davomida biz bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish masalasini Davlat ta'lim standartida (DTS) belgilangan chet tillari bo'yicha tayyorgarlik darajalari va ta'lim mazmuni asosida chuqur tahlil qildik. Shu asosda, ingliz tili o'qituvchilarining kasbiy kompetensiyasiga doir tipologik tasnif ishlab chiqildi va amaliyotga tatbiq etish uchun tavsiya qilindi. Tadqiqot natijasida sotsiolingvistik kompetensiyaning mazmuni hamda tarkibiy tuzilmasi ilmiy-nazariy asosda aniqlanib, ularning metodik asoslari ishlab chiqildi.

Jumladan, biz ta'lim yo'nalishi: 60110900-Xorijiy til va adabiyoti (ingliz tili) bo'yicha bakalavriyat ta'lim bosqichida o'qitiladigan bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish imkoniyatlari katta bo'lgan "Til aspektlari amaliyoti", "O'qish va yozuv

amaliyoti”, “Nutq ko‘nikmalar integratsiyasi” fanlarini tajriba-sinov uchun tanladik va uning sotsiolingvistik imkoniyatlarini aniqladik.

“Til aspektlari amaliyoti”, “O‘qish va yozuv amaliyoti”, “Nutq ko‘nikmalar integratsiyasi” fanlari asosida tajriba-sinov ishlarini o‘tkazdik. Shuningdek, ushbu fanlar bo‘yicha o‘quv dasturlarining tadqiqot mavzusi doirasidagi imkoniyatlarini tahlil qildik.

Nutq ko‘nikmalar integratsiyasi fani bo‘lajak ingliz tili o‘qituvchilari uchun mo‘ljallangan bo‘lib, ularda o‘rganilayotgan tilga oid mamlakat madaniyatini boshqa madaniyatlar bilan solishtira olish va tahlil qila olish qobiliyatini rivojlantirishga qaratilgan. Shuningdek, bu fan madaniyatlararo muloqot bilan bog‘liq masalalarga tanqidiy yondashish, ularni to‘g‘ri tushunib, izohlash orqali eshitish, gapirish, o‘qish va yozish ko‘nikmalarini amaliyotda qo‘llay olishga xizmat qiladi. Mashg‘ulot davomida talabalar madaniy muhitning tilga ta’siri haqidagi bilimlarini chuqurlashtiradi, boshqa madaniyatlarga nisbatan bag‘rikenglikni rivojlantiradi, shuningdek, o‘z his-tuyg‘ulari va munosabatlarini aniq va batafsil ifodalash ko‘nikmalarini shakllantiradilar. Umuman olganda, bu fan sotsiolingvistik kompetensiyani rivojlantirishga xizmat qiluvchi bilim va malakalarni mustahkamlashni ko‘zda tutadi.

Fanning asosiy mazmuni talabalarda madaniyatlararo muloqot ko‘nikmalarini shakllantirish, turli xalqlar va millatlarning urf-odatlarini, kundalik hayot tarzi, madaniy qadriyatlarini haqida bilim va tasavvurlarni kengaytirishga xizmat qiladi. Xususan, quyidagi yo‘nalishlar ushbu fanda asosiy o‘rin egallagan:

Turli mamlakatlar va millatlarning o‘ziga xos madaniyati, an‘analari va salomlashish odatlarini o‘rganish orqali talabalarda umuminsoniy qadriyatlarga hurmat va bag‘rikenglik tuyg‘usini shakllantirish;

Turli millatlarning ramzlari, shu jumladan O‘zbekiston Respublikasining davlat timsollari, siyosiy tuzilishi va ularning tarixiy-madaniy asoslari haqida chuqurroq bilimga ega bo‘lish;

Ovqatlanish madaniyati va milliy taomlar orqali xalqlarning madaniy tafakkuri, yashash tarzi hamda oilaviy qadriyatlarining mohiyatini anglash;

Dunyo mamlakatlaridagi ta’lim tizimlari, zamonaviy pedagogik texnologiyalar, o‘qituvchi va talabalar o‘rtasidagi muloqot uslublarini solishtirish va tahlil qilish orqali ilg‘or tajribalarni o‘rganish;

Shaharlik va qishloq aholisi turmush tarzining madaniy, iqtisodiy va kommunikativ jihatlarini tahlil qilish orqali til muhitiga oid farqlarning mohiyatini tushunish;

Dam olish va sport faoliyatlari, milliy va xalqaro sport turlari, ular bilan shug‘ullanish madaniyati, shuningdek, kommunikatsiya vositalarining o‘rni va madaniy xususiyatlari haqida tasavvurlar hosil qilish.

Mazkur tavsiyalar asosida fanning ta’limiy va tarbiyaviy mazmuni yanada boyitiladi. Bo‘lajak ingliz tili o‘qituvchisi nafaqat lingvistik bilim va ko‘nikmalarga, balki keng sotsiolingvistik dunyoqarashga ega bo‘lgan, madaniy tafovutlarni to‘g‘ri anglaydigan, madaniyatlararo muloqotda samarali ishtirok eta oladigan yetuk mutaxassis sifatida takomillashadi. Shuningdek, ijtimoiy geografiya, ijtimoiy demografiya, qo‘shni xalqlar hayoti, xalqlararo va millatlararo

madaniy aloqalar tarixi kabi muhim sohalarni chuqur o'rganish orqali ularning umumiy madaniy saviyasi hamda kommunikativ kompetensiyasi sezilarli darajada takomillashadi.

Shu maqsadda dunyo ilm-fani doirasida pedagogika, lingvistika va metodika sohalarida faoliyat yuritayotgan olimlar tomonidan ishlab chiqilgan konseptual nazariyalar, yondashuvlar va modellarga asoslanish ayni muddaodir. Ilmiy tadqiqotlar tahlili shuni ko'rsatmoqdaki, bugungi kunda bu muammo yuzasidan xalqaro miqyosda e'tirof etilgan yetakchi ilmiy markazlar, oliy ta'lim muassasalari va malaka oshirish institutlari tomonidan keng qamrovli ilmiy-amaliy tadqiqot ishlari olib borilmoqda.

Amerikalik lingvist olimlar tomonidan Oksford universitetida ishlab chiqilgan anglosentristik yondashuv ham alohida e'tiborga loyiq. Anglosentristik yondashuv — bu ingliz tilini o'rganish va o'rgatishda til bilan birga uning asosida shakllangan madaniyat, mentalitet va dunyoqarashni ham o'rganishga asoslangan yondashuvdir. Bu kontsepsiya amerikalik lingvist olimlar tomonidan ilgari surilgan bo'lib, ayniqsa Oksford universitetida ingliz tili o'qituvchilari tayyorlashda faol qo'llaniladi.

Yale Universitetida zamonaviy ta'lim texnologiyalaridan samarali foydalanishga asoslangan innovatsion pedagogik yondashuvlar keng joriy etilmoqda. Xususan, bu erda internet-loyiha formatida o'quv guruhlarini tashkil etishni talab qiladigan hamda o'rganilayotgan mavzuni global tarmoqning turli elektron resurslaridan foydalanib loyihalashtirish imkonini beruvchi o'quv instrumentlarining yangi avlodi ishlab chiqilgan. Bular qatoriga vebkvestlar (WebQuests), elektron kundaliklar (blogs), elektron portfellar (e-portfolios) va podkastlar (podcasts) kiradi.

Janubiy Koreyaning Sogang University (Seul shahri) — til ta'limi va madaniyatlararo kommunikatsiyani integratsiyalashga asoslangan ilg'or o'quv-uslubiy yondashuvlarni qo'llashda yetakchi oliy ta'lim muassasalaridan biridir. Ayniqsa, bo'lajak ingliz tili o'qituvchilarini tayyorlash jarayonida bu universitetda kross-madaniy (cross-cultural) yondashuvga alohida e'tibor qaratilgan.

Bunday yondashuvlar bo'lajak ingliz tili o'qituvchilarining o'zlashtirayotgan bilimlari va ko'nikmalari faqat nazariy bilimlar darajasida qolib ketmasdan, balki ularni real yoki shartli-real sotsiolingvistik vaziyatlarda qo'llash, ularni model qilish, tahlil qilish va amaliyotda sinab ko'rish orqali mustahkamlashga xizmat qiladi.

Dissertatsiyaning "Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyani autentik matnlarni o'qishni o'rgatish vositasida takomillashtirishning lingvodidaktik asoslari" deb nomlangan ikkinchi bobida autentik matnlarni lingvodidaktik imkoniyalari, autentik matnlarni tanlashga qo'yiladigan zamonaviy talablar hamda bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini autentik matnlarni o'qishni o'rgatish vositasida takomillashtirish tamoyillari tahlil qilindi.

Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirishda matn muhim omil hisoblanadi. Tadqiqotimizda matnga berilgan tariflarni ham tahlilga tortishni joiz topdik. Tilshunoslikda matnga

berilgan juda ko‘p va xilma-xil ta’riflarning deyarli barchasida bog‘lanishlik va yaxlitlik belgisi u yoki bu tarzda o‘z ifodasini topgan. Masalan, nemis tilshunosi V. Dressler “Matn sintaksisi” nomli maqolasiga X. Vaynrixning “Matn - bu, shubhasiz, shunday butunlikki, unda barcha narsa o‘zaro bog‘langandir” shaklidagi ta’rifini epigraf qilib olgan. Yoki boshqa bir tadqiqotchi D.A. Koxening matnga bergan ta’rifi mana bunday: “Yaxlitlikni nazarda tutgan holda zamon yoki makonda joylashtirilgan gaplarning har qanday ketma-ketligi matn hisoblanadi”¹⁴.

Zamonaviy davrda olimlar matnni aniqlash va uning asosiy xususiyatlarini belgilashda muayyan qiyinchiliklarga duch kelmoqdalar. Bu holat, avvalo, matn mazmunining murakkabligi va uning tarkibiy jihatdan bir butunligi bilan bog‘liq. Matnning mazmuni ko‘pincha subyektiv omillarga bog‘liq bo‘lib, uni har bir talaba o‘z aqliy, emotsional va kommunikativ tajribasiga ko‘ra turlicha qabul qiladi.

Hozirgi ilmiy qarashlarga ko‘ra, matn faqat til birliklari to‘plami emas, balki u voqelikni til vositasida ifoda etuvchi hodisa sifatida qaraladi. Matn shu bilan birga muloqotning markaziy shakli, axborotni saqlash va uzatish vositasi, madaniy qadriyatlarni mujassam etuvchi mahsul, ma’lum tarixiy davrning belgisi va inson shaxsiy hayotining in’ikosi hisoblanadi.

Tabiiy sharoitlarda yaratilgan matn axboroti autentik xususiyatiga ega. Sotsiolingvistik kompetensiyani takomillashtirishda autentik matnlar alohida didaktik resurs sifatida ajralib turadi. Chunki autentik matnlar – bu real hayotiy ehtiyojlarga asoslangan, til soxiblari tomonidan yaratilgan matnlar bo‘lib, ular tilni sun’iy emas, balki hayotiy shaklda o‘rganishga xizmat qiladi. Bunday matnlar orqali bo‘lajak o‘qituvchilar turli ijtimoiy kontekstlardagi muloqot shakllarini tahlil qiladi, madaniy tafovutlarni anglaydi, nutq uslublari, slang, idioma va ijtimoiy vaziyatga mos ifodalarni o‘zlashtiradi.

Autentik matnlar “...ta’limiy maqsadlarda yozilmagan, haqiqiy hayotdagi matnlar” deb ta’riflangan¹⁵. Shuning uchun autentik matnlar o‘rganilayotgan til haqida real ma’lumotlarni bera oladi. Ular til hamjamiyatida ma’lum bir ijtimoiy maqsadni bajarish uchun yaratilgan materiallar” hisoblanadi¹⁶. Bu esa til o‘rganish uchun maxsus yaratilgan, ya’ni boshqa matn turlaridan farq qiladi. Badiiy, ilmiy matnlardagi til sun’iy va bir xillikka ega bo‘lib, odatda o‘rgatilishi kerak bo‘lgan narsaga qaratilgan. Ushbu matn turlari quyidagi ko‘rsatkichlarni o‘z ichiga oladi: har doim mukammal tuzilgan gaplar; grammatik tuzilma bilan berilgan savol to‘liq javob oladi; tuzilmalar qayta-qayta takrorlanadi; ko‘pincha yaxshi “o‘qilmaydi” (ya’ni tabiiy emas).

Autentik matnlar o‘rganuvchilarga tilning shakli emas, balki haqiqiy tilda muloqot qilish imkonini beradi. Talabalar o‘rganayotgan tilni auditoriyadan

¹⁴ Cohen A. D. The production of Speech Acts by EFL learners / A. D. Cohen, E. Olshtain // TESOL Quarterly, 1993. - № 27 (1). - P. 33 - 56.

¹⁵ Wallace, C. (1992) Reading Oxford, O.U.P.

¹⁶ Peacock, M. (1997) The Effect of Authentic Materials on the Motivation of EFL Learners in English Language Teaching Journal 51, pp 2; Senior, R (2005) Authentic Responses to Authentic Materials in English Teaching Professional 38, pp71; Martinez, A.G. (2002) Authentic Materials: An Overview on Karen's Linguistic Issues; Guariento, W. & Morley, J. (2001) Text and Task Authenticity in the EFL Classroom in ELT Journal 55(4), pp 347-353

tashqarida qanday ishlatilishini his qiladilar. Shu sababli, turli manbalardan material tanlayotganda, asosiy maqsad shaklni emas, balki ma'noni tushunish bo'lishi kerakligini hisobga olish lozim, ayniqsa, adabiy matnlardan foydalanilayotgan bo'lsa — e'tibor nima deyilayotganiga qaratilishi kerak, adabiy shakl yoki uslubga emas.

Ingliz tili mashg'ulotlarida autentik matnlardan foydalanish quyidagi afzalliklarga ega ekanligi ma'lum: a) talabaga autentik materiallar taqdim etilganda, ular tilni til soxiblari qanday ishlatishini aniq misollar orqali ko'rishadi, b) talabalar shunga o'xshash vaziyatlarga duch kelganda o'zlarini ishonchliroq his qilishadi va norasmiy yuzma-yuz muloqotda yaxshiroq harakat qilishadi, c) autentik materiallar ko'proq norasmiy, ijtimoiy yo'naltirilgan va keng tarqalgan bo'ladi. Ular grammatik qoidalarni mustahkamlashda qimmatli vosita bo'lishi mumkin.

Shu maqsadda tadqiqotimizda autentik matnlarni lingvodidaktik imkoniyatlarini yoritib berish ahamiyatlidir. Lingvodidaktik imkoniyat — bu til materiallarining yoki metodik vositalarning o'quv jarayonida tilni o'rgatish va o'rganishda qanday foyda berishi, ya'ni ularning ta'limiy imkoniyatlarini bildiradi. Autentik matnlarni lingvodidaktik imkoniyatlari quyidagilar: 1) Haqiqiy til muhitini taqdim etadi; 2) Turli ijtimoiy vaziyatlarda tilni qo'llashni o'rgatadi; 3) Madaniy kontekstni o'rgatadi; 4) Ijtimoiy-ma'naviy tafakkurni shakllantiradi; 5) Til uslublari va registrlarini ko'rsatadi; 6) Slang, idiom va frazeologizmlarni o'rgatadi; 7) Leksik va grammatik boylikni kengaytiradi; 8) Nutq aktlari va muloyimlik strategiyalarini tushuntiradi; 9) Tanqidiy va analitik fikrlashni rivojlantiradi; 10) Sosiolingvistik kompetensiyani takomillashtiradi.

Autentik matnlar orqali xorijiy til o'rganayotganlar boshqa millat vakillarining bayramlari, marosimlari, kundalik hayoti bilan tanishadi.

Misol: Angliya haqida autentik maqola: “Bonfire Night” (Gey Foks kuni) Fransiyada “La Chandeleur” (krep tayyorlash bayrami) haqida blog parchalari. Bu matnlar orqali talabalar madaniy tafovutlar haqida bilib oladi va boshqa millat odatlariga nisbatan hurmat bilan qarashga o'rganadi.

Autentik matnlarda madaniy belgilar to'g'ridan-to'g'ri izohsiz beriladi. Bu orqali talaba madaniy anglashni kontekst orqali mustaqil o'rganishga o'rganadi.

Misol: Restoran menyusida “tipping is not included” degan ibora AQShda xizmat haqi alohida to'lanishini ko'rsatadi. Yoki Yaponiyadagi xat yozish uslublari orqali iyerarxiya va hurmat ifodasini anglash mumkin.

Ko'pgina so'zlar va iboralar o'z madaniy kontekstida tushuniladi. Buni autentik matnlar yordamida o'rganish mumkin. Masalan, “How do you do?” – bu ibora salomlashuv uchun ishlatiladi, ammo real hayotda undan foydalanish uslubi va javobi madaniy jihatdan belgilanadi. Ingliz tilidagi “privacy”, “individualism” kabi tushunchalar Amerika va Yevropa jamiyatlaridagi qadriyatlarni aks ettiradi.

Bo'lajak ingliz tili o'qituvchilari faqat tilni emas, balki uni qanday ijtimoiy-madaniy holatda ishlatishni o'rganadi. Bu esa madaniyatlararo tushunmovchiliklarning oldini oladi. Masalan: Autentik e-mail matnlari orqali Amerika va Yaponiyadagi murojaat shakllarining farqlari tushuntiriladi. Video

lavhalardagi muloqot orqali mimika va ijtimoiy masofaning madaniy farqlari ko'rsatiladi.

Autentik matnlarning ijtimoiy-ma'naviy tafakkurni shakllantirishdagi imkoniyatlari. Autentik matnlar ingliz tilida so'zlashuvchi mamlakatlarning ijtimoiy hayoti, qadriyatlari va urf-odatlarini haqida to'g'ridan-to'g'ri ma'lumot beradi. Misol uchun, Thanksgiving Day, Remembrance Day yoki Martin Luther King Day haqidagi maqolalar orqali talaba AQSh va Buyuk Britaniyada muhim tarixiy va axloqiy qadriyatlar bilan tanishadi. Oila, do'stlik, shaxsiy erkinlik, jamiyatdagi tenglik kabi tushunchalar inglizcha hikoya va intervyular orqali yoritiladi. Ko'plab badiiy va publitsistik autentik matnlar halollik, adolat, tolerantlik, mehr-oqibat kabi umuminsoniy qadriyatlarni o'z ichiga oladi. Roald Dahl, J.K. Rowling, George Orwell kabi mualliflarning matnlarida insoniylik, ijtimoiy tenglik, axloqiy tanlovlar ko'rsatiladi. Bloglar yoki ommaviy chiqishlar (TED talks) orqali yoshlar o'z shaxsiy tajribalarini, ijtimoiy mavzularga munosabatini bildiradi – bu esa bo'lajak ingliz tili o'qituvchilarining tafakkuriga bevosita ta'sir qiladi.

Bo'lajak ingliz tili o'qituvchilari autentik matnlarni o'z milliy qadriyatlari bilan solishtiradi. Bu esa ularning madaniy relativizm, ochiq fikrlik va xalqaro ongli pozitsiyani shakllantirishiga xizmat qiladi. Misol uchun, AQShdagi "freedom of speech" (so'z erkinligi) haqidagi maqola o'zbekcha "so'z erkinligi"lar bilan qiyoslanadi. Nikoh, oila, ayollar huquqi, yoshlik haqidagi matnlar o'zbek va ingliz madaniyatidagi tafovutlarni tushunishga yordam beradi.

Slang, idiom va frazeologizmlar o'z ma'nosini faqat kontekstdan kelib chiqqan holda anglatadi. Autentik matnlar bunday birliklarni sun'iy emas, real vaziyatda qanday ishlatilishini ko'rsatadi. Misol uchun, "I'm totally broke this week. Let's just chill at home." – bu erda broke – "puli yo'q", chill – "dam olmoq" (slang) tarzida ishlatilgan.

Ko'plab idiom va frazeologizmlar madaniy asoslangan bo'ladi. Autentik matnlar orqali bo'lajak ingliz tili o'qituvchilari ularning kelib chiqish manbai va madaniy ma'nosini tushunadi. "Spill the beans" – "sirni ochmoq" (aslida qadimgi o'yinlardan kelib chiqqan ibora), "The ball is in your court" – "endilikda qaror sizga bog'liq" (tennisga oid metafora). Autentik maqolalarda yoki blog postlarida bu kabi iboralar oddiy tilda ishlatiladi va kontekst orqali anglash imkoni yaratiladi.

Idiomatik ifodalar tilda emotsional boylik, ifoda vositalari va stilistik rang-baranglikni yaratadi. Autentik badiiy asarlar, hikoyalar va filmlar matnlari bu jihatlarni amaliy ko'rsatadi. Misol: "She was over the moon when she heard the news." – Bu ifoda oddiy "xursand bo'ldi" o'rniga ishlatilgan, emotsional kuchga ega idiom.

Slang ko'pincha norasmiy suhbatda, idiomlar esa har xil uslublarda, frazeologizmlar esa ko'proq badiiy yoki xalqona matnlarda qo'llaniladi. Autentik matnlar bu birliklarning qaysi vaziyatda va kim bilan ishlatilishini o'rgatadi.

Autentik matnlar o'zida madaniyatga xos tasavvurlar, qadriyatlar, urf-odatlar va muomalalar bilan bog'liq til birliklarini o'z ichiga oladi. Masalan: Britanica ifoda: "Would you mind closing the window?" , bu ibora o'zbek tiliga bevosita tarjima qilinsa oddiy tuyuladi, lekin aslida bu juda muloyim, nozik talab bo'lib,

madaniy kontekstsiz tushunish qiyin. Yoki, Amerika blogida: “Thanksgiving is the time to be grateful.” bo‘lajak ingliz tili o‘qituvchilari bu bayramning milliy-madaniy kontekstini tushunmasdan bu ifodaning chuqur ma’nosini anglay olmaydi.

Autentik matnlar talabani boshqa xalqning hayoti, qadriyatlari, jamiyatdagi muammolari bilan tanishtirib, uni madaniyatlararo muloqotga tayyorlaydi. Bu orqali u tilni nafaqat “gapirish vositasi”, balki ijtimoiy-madaniy ko‘prik sifatida idrok etadi.

Autentik matnlar talabalarga tilning ijtimoiy, madaniy va uslubiy jihatlarini tushunishga imkon beradi. Ular: a) ijtimoiy rolda to‘g‘ri til ishlatishni o‘rgatadi, b) madaniy sezgirlikni oshiradi, c) sotsiolingvistik tafovutlarni ko‘rsatadi, d) madaniyatlararo kommunikatsiyani samarali qilishga xizmat qiladi.

Shuning uchun, autentik matnlar sotsiolingvistik kompetensiyani takomillashtirishda eng muhim lingvodidaktik vosita hisoblanadi.

Tadqiqotimizdagi masalalardan biri bo‘lajak ingliz tili o‘qituvchilari ingliz tilida o‘qish uchun qanday mavzulardagi autentik matnlar tanlanishi lozim degan metodik masaladir. Ma’lumki, o‘qish uchun berilgan ingliz tilidagi nutq mavzulari ingliz tili o‘qitish maqsadlaridan kelib chiqqan holda tanlanadi.

Nutq mavzulari ingliz tili o‘qitish metodikasida hozirgacha mukammal o‘rganilmagan va tadqiq qilinmagan sohalardan biridir. Shunga qaramay, bo‘lajak ingliz tili o‘qituvchilari uchun o‘quv dasturlarda ingliz tilida tegishli mavzular tizimi tavsiya etilgan.

Metodik adabiyotlarda autentik matnlarning tanlovi quyidagi sabablarga ko‘ra muhim deb hisoblanadi: a) Talabalarni real hayotda uchraydigan til bilan tanishtirish. b) Tilning stilistik, leksik va pragmatik jihatlarini o‘rgatish. c) Madaniy kontekstni tushunish va sotsiolingvistik kompetensiyani takomillashtirish. d) Tanqidiy fikrlash va til sezuvchanligini rivojlantirish.

Ko‘plab ingliz tili metodikasi bo‘yicha adabiyotlarda (masalan, Jeremy Harmer, David Nunan, Penny Ur, Alderson, J.C.)¹⁷ autentik matnlarni tanlashda quyidagi asosiy me‘zonlarni keltiriladi: 1) Maqsadga muvofiqlik (Pedagogical relevance). Matn dars mavzusiga, talabalar yoshi va til darajasiga mos bo‘lishi kerak. Masalan: C1 darajadagi talabalarga BBC yangiliklarining murakkab tahliliy maqolasini berish tavsiya etiladi. 2) Til darajasiga moslik (Linguistic appropriateness). Matndagi leksika va grammatik strukturalar talabalar uchun qiyinchilik darajasini oshirib yubormasligi lozim. Biroq, ma’lum darajadagi yangi so‘zlar bo‘lishi mumkin. 3) Qiziqarlilik (Engagement). Matn mazmuni talabalarni jalb qiladigan, dolzarb va aktual bo‘lishi kerak. Bu ularning motivatsiyasini oshiradi. Masalan: o‘smirlar uchun YouTube sharhlari, TikTok foydalanuvchi fikrlari, komiklar; katta yoshdagilar uchun yangiliklar, esse, intervyular. 4) Madaniy ahamiyat (Cultural value).

Autentik matnlar tanlanganda “tanlash manbai”, “tanlash mezonlari”, “tanlash birligi kabi metodik tushunchalarni hisobga olinishi metodik adabiyotlarda tadqiq qilingan.

¹⁷ Alderson, J.C. *Assessing Reading* Cambridge, C.U.P.2000. – 27 p.

Tanlash manbaini aniqlashda til materiali aktiv va passiv minimumlarga ajratiladi. Tilni aktiv bilish deganda barcha asosiy nutq faoliyati turlari hisoblangan — gapirish, tinglab tushunish, o‘qish va yozish kabi ko‘nikmalarni mukammal egallash tushuniladi. Tilni passiv bilish esa, asosan, og‘zaki va yozma matni tushunish, ya’ni til vositalarini qabul qilishga asoslangan faoliyatni anglatadi. Tanlash mezonlari deganda, matnning talabalar uchun foydaliligi, ahamiyati va o‘quv jarayoniga integratsiyalashuv darajasini aniqlashga yordam beradigan o‘lchov va ko‘rsatkichlar tushuniladi¹⁸. Ingliz tilidagi jurnal, gazeta va bloglardagi o‘qish uchun tavsiya etilgan matnlarni tanlashda quyidagi metodik mezonlar asos qilib olinadi:

Hisob-kitob mezonlari — bu mezonlar matnning hajmi, so‘z birliklari soni, murakkablik darajasi, takrorlanuvchi so‘zlar soni, gap uzunligi kabi ko‘rsatkichlarga asoslanadi. Bu turdagi mezonlar orqali matni talabalarning til bilimiga mos yoki mos emasligini aniqlash mumkin.

Metodik mezonlar — bu mezonlar talabalarning yosh xususiyatlari, bilim darajasi, til o‘rganishdagi ehtiyojlari va motivatsiyasi bilan bog‘liq. Shuningdek, matnning qanchalik didaktik jihatdan foydali ekani, uni ekspluatatsiya qilish imkoniyati (ya’ni matndan grammatik, leksik va madaniy o‘quv maqsadlarida foydalanish mumkinligi) ham shu mezon doirasida tahlil qilinadi.

Tilshunoslik mezonlari — bu mezonlar matnda mavjud bo‘lgan leksik birliklar, grammatik strukturalar, uslubiy vositalar va fonetik xususiyatlar asosida aniqlanadi. Matnning uslubiy birligi, kontekstga mosligi, real hayotiy vaziyatlarga yaqinligi, autentikligi kabi jihatlar ham shu mezon asosida baholanadi.

Ushbu mezonlar asosida tanlangan matnlar nafaqat til o‘rgatish, balki talabalarning sotsiolingvistik kompetensiyasini ham takomillashtirishda muhim vosita bo‘lib xizmat qiladi. Matn tanlashda eng maqbul yondashuv bu — interaktivlik, motivatsiya, qiziqish uyg‘otish, mazmunning dolzarbligi, va o‘rganuvchilarning real ehtiyojlariga moslashganlik tamoyillariga asoslanishdir.

Oliy ta’lim muassasalarining o‘quv dasturlarida bu maqsad talabalarning ijtimoiy-siyosiy va ilmiy-ommabop matnlarni o‘qib anglay olishi, shuningdek, ingliz tilida og‘zaki va yozma shaklda samarali muloqot qila olish qobiliyatini shakllantirish sifatida ko‘rsatilgan.

Bo‘lajak ingliz tili o‘qituvchilari uchun ingliz tilini o‘rganishda sotsiolingvistik kompetensiyani takomillashtirish quyidagi to‘rt tan olingan, o‘zaro bog‘liq va yagona tizimni tashkil etuvchi hamda ta’limiy maqsadga erishishni ta’minlovchi tamoyillar asosida quriladi: a) lingvistik tamoyillar; b) psixologik tamoyillar; v) didaktik tamoyillar (umumdidaktik, umumuslubiy); g) metodik tamoyillar (xususiy didaktik, xususiy uslubiy).

Lingvistik tamoyillar deganda lug‘aviy minimumlar va o‘quv lug‘atlarini tuzish maqsadida leksikani tanlashning lingvistik mezonlari tushuniladi, ya’ni: so‘zlarning qo‘llanish imkoniyati tamoyili, so‘z yasashdagi leksikani ahamiyatlilik tamoyili, so‘zning ko‘p ma’nodlilik tamoyili, uslubiy jihatdan cheklanmaganligi

¹⁸ Жалолов Ж. Ж. Чет тил ўқитиш методикаси. Чет тиллар олий ўқув юртлири (факультетлари) талабалари учун дарслик. –Т.: Ўқитувчи, 1996. –368 б.

tamoyili, soʻzning konstruktiv salohiyati tamoyili va chastotasi (ishlatilish tezligi) tamoyili¹⁹.

Taʼlimning psixologik tamoyillari xorijiy til oʻrganish jarayonida talabalar shaxsiyatining psixologik xususiyatlarini chuqur hisobga olishga asoslanadi. Bu tamoyillar talabalarda ichki ehtiyoj va til oʻrganishga qiziqishni shakllantirishga, ularni faollikka undashga xizmat qiladi.

Didaktik tamoyillar esa, umumiy oʻqitish nazariyasiga asoslangan boʻlib, ular har qanday fan, xususan, xorijiy tilni oʻqitishda ham muhim oʻrin tutadi. Ular oʻquv jarayonini samarali, maqsadli va tizimli tashkil etishga yoʻnaltirilgan.

Xorijiy til va adabiyoti (ingliz tili) talabalari uchun chet tilini oʻrganish jarayonida sotsiolingvistik kompetensiyani takomillashtirish umumdidaktik hamda xususiy metodik tamoyillarga asoslanadi. Ushbu tamoyillar majmuasi turli metodistlar tomonidan turlicha yondashuvlar asosida talqin qilinadi. Bunda, ayniqsa, oʻquv jarayonining mazmuni, maqsadi va oʻrgatilayotgan tilning ijtimoiy-madaniy kontekstdagi ahamiyati muhim omil sifatida eʼtiborga olinadi.

Masalan, boʻlajak ingliz tili oʻqituvchilarining sotsiolingvistik kompetensiyani samarali takomillashtirish maqsadida T.M.Gubina tomonidan taklif etilgan didaktik tamoyillar quyidagilardan iborat: ilmiylik, tizimlilik va izchillik, onglilik, faollik va mustaqillik, koʻrgazmalilik, imkoniyatga moslik, taʼlim natijalarining mustahkamligi, taʼlimiy, tarbiyaviy va rivojlantiruvchi funksiyalarning uygʻunligi, talabalarning individual xususiyatlarini inobatga olish²⁰.

Y.S. Nechayeva sotsiolingvistik kompetensiyani talabalarda takomillashtirishda sotsiofonetik komponentga tayanishni taklif etadi. Uning fikricha, bu jarayon umumdidaktik tamoyillar asosida tashkil etilishi lozim. Mazkur umumiy tamoyillar quyidagilarni oʻz ichiga oladi: insonparvarlik (gumanizatsiya), gumanitarlashtirish, fundamentallik, ilmiylik, tizimlilik va izchillik, imkoniyatga moslik, amaliy yoʻnaltirilganlik (praktik yondashuv), dialoglilik (muloqotga ochiqlik). Bu tamoyillar talabalarda ijtimoiy-madaniy kontekstda chet tilini ongli va samarali oʻzlashtirishga xizmat qiladi²¹.

Dissertatsiyaning “Boʻlajak ingliz tili oʻqituvchilarining sotsiolingvistik kompetensiyani autentik matnlarni oʻqishni oʻrgatish vositasida takomillashtirish metodikasi” deb nomlangan uchunchi bobida autentik matnlarni oʻqishni oʻrgatish metodik tadqiqi, sotsiolingvistik kompetensiyani takomillashtirishda zamonaviy taʼlim texnologiyalar va boʻlajak ingliz tili oʻqituvchilarining sotsiolingvistik kompetensiyani autentik matnlarni oʻqishni oʻrgatish vositasida takomillashtirish metodikasi masalalari yoritib berilgan.

Mamlakatimizda boʻlajak ingliz tili oʻqituvchilarining sotsiolingvistik kompetensiyasini ingliz tilida autentik matnlarni oʻqish orqali takomillashtirishga

¹⁹ Соловова Е.Н. Методика обучения иностранным языкам: базовый курс лекций. – Москва: Просвещение. - 2005. –8 с.

²⁰ Губина Н.М. Формирование межкультурной компетенции студентов в процессе обучения деловому английскому языку в элективном спецкурсе: кандидат, -Москва, 2004. – 189с.

²¹ Нечаева Е.С. Методика формирования социолингвистической компетенции студентов языковых факультетов педагогических вузов на основе социофонетического компонента: на материале английского языка: Диссертация кандидата педагогических наук: -Москва, 2010. - 216 с.

oid o‘quv-metodik vazifalarini ishlab chiqish va joriy etish dolzarflik kasb etmoqda.

Bo‘lajak ingliz tili o‘qituvchilariga matn o‘qitishning samarador metodikasini ishlab chiqish uchun o‘qishning kognitiv metodi haqida axborotga ega bo‘lish muhim. O‘qishning kognitiv jarayonlariga oid tadqiqot olib borgan R.L. Solso fikricha, matn o‘qish pedagoglarni ikkita sababga ko‘ra qiziqtiradi: a) birinchidan, matn o‘qish jarayonini o‘rganish; b) ikkinchidan, matn o‘qishni o‘rganish va mavjud bilimning o‘zaro ta’siri sifatida bilish nazariyasi yaratilishiga ko‘maklashadi²².

Kishilarni matn o‘qishga majbur qiladigan narsa ko‘proq bosma shaklda berilgan materialdan axborot olish bilan bog‘liq. Matndan axborot olish, tushunish va eslab qolish mexanizmlari hamda bu jarayonga ko‘maklashadigan yoki to‘sqinlik qiladigan komponentlar kommunikativ-kognitiv metodikaning asosiy masalalari doirasini tashkil etadi. Shu bois, o‘qishning kognitiv psixologiyasiga oid mulohazalarga murojaat etamiz.

O‘qiganda qator perseptiv-kognitiv bosqichlar izchil muvofiqlashtiriladi. Bu bosqichlar matndagi so‘zlarni aniqlash, leksika bilan ishlash, mazmun hamda muallifning xulosasini anglashdan iborat. Bular bevosita kontekstual axborot kabi talabaniing olam haqidagi bilimlaridan kelib chiqadi, ya’ni o‘qilayotgan materialning mazmunini tushunish ro‘y beradi.

V. Kinch tomonidan ilgari surilgan modelga ko‘ra, matnni tushunish jarayoni ikki asosiy tamoyil – “quyidan yuqoriga” (bottom-up) va “yuqoridan quyiga” (top-down) axborot qayta ishlash mexanizmlari orqali amalga oshiriladi²³. Ushbu yondashuvlar matnni idrok qilish jarayonida inson tafakkurining turli darajadagi ishlash mexanizmlarini ifodalaydi. Quyida aynan “yuqoridan quyiga” model mohiyati tahlil qilinadi.

“Yuqoridan quyiga” (top-down) modeli – bu axborotni tushunishda umumiy konseptual bilimlardan xususiy til birliklariga tomon harakatlanadigan kognitiv jarayondir. Mazkur model asosida matnni tushunish talabaniing mavjud fon bilimlari (background knowledge), sotsiolingvistik va kommunikativ kompetensiyasi asosida shakllanadi. Ushbu yondashuvda talaba o‘zining avvalgi tajribalari, kontekstual bilimlari va dunyo haqidagi qarashlariga tayangan holda matnning umumiy mazmuni haqida faraz ilgari suradi. O‘qish jarayonida bu farazlar matn mazmuni orqali tekshiriladi, tasdiqlanadi yoki inkor etiladi.

Bu modelda “yuqoridagi daraja” deganda semantik-kognitiv va kommunikativ qobiliyatlar, ya’ni tilni qo‘llashga oid puxta bilimlar tushuniladi. “Quyidagi daraja” esa tilning leksik va grammatik birliklarini aniqlash, ularni tanib olish va tahlil qilish ko‘nikmalarini o‘z ichiga oladi.

O‘qish motivi muloqot qilish, maqsad esa axborot/ma’lumot olishdir. O‘qishning ingliz tilidagi bunday maqomi talabalarni unga nutq faoliyatining mustaqil turi sifatida yondashishga undaydi, uning amaliy ahamiyatini kuchaytiradi. Tadqiqotchilardan J.J.Jalolov, M.V.Lyaxoviskiy, M.L.Vaysburdlar

²² Солсо Р.Л. Когнитивная психология. - Москва: Тривола, 1996. - 589 с. -С. 478.117

²³ Comprehension : A Paradigm for Cognition by Walter Kintsch (1998, Hardcover)

o'qishni o'rgatish bo'yicha til ta'limshunosligida fundamental ilmiy-tadqiqotlar olib borishgan²⁴. Mazkur tadqiqotlarda ingliz tilida o'qish nutq faoliyati turini o'rgatishning o'ziga xos xususiyatlari, ingliz tilida o'qishni o'rgatishni axborotni o'zlashtirishdagi o'rni va ahamiyati kabi metodik masalalar atroflicha o'rganilgan, ularga doir qimmatli fikrlar bayon etilgan.

Ingliz tili o'qitish metodikasida o'qish maqsad va vosita maqomlarida o'rgatilishi joriy dasturlarda ko'rsatib o'tilgan. O'qishni maqsad va vosita maqomlarida o'rgatishni to'g'ri talqin etish uchun uning ta'limning ayrim bosqich hamda tashkiliy qismlarda tutgan o'rniga to'xtalish joizdir.

Bo'lajak ingliz tili o'qituvchilariga o'qishni o'rgatish tilni bilish/o'rganish jarayoni sifatida tashkil etiladi, matn orqali talaba bilishga, undan o'zi uchun yangi va foydali ma'lumotlar olish uchun harakat qiladi. Axborot olish bilish faoliyatini harakatlantiruvchi vosita ekanligi hammamizga ma'lumdir. O'qish faoliyatining natijasi esa bilishga olib keluvchi vosita hisoblanadi. Albatta, o'qilgan matn axborotini o'zlashtirib olish uchun talaba ingliz tilida o'qish malakasini egallagan bo'lishi talab etiladi. O'qish malakasi uch bosqichli faoliyat bo'lib, nutq birligining ko'rish, uni o'qish va ma'nosini tushunish bosqichlaridan tashkil topadi. Uchala bosqichni egallash o'qish kompetensiyasini hosil qilinganligidan dalolat beradi.

Oliy ta'lim tizimida o'qishni o'rgatishning o'ziga xos xususiyatlari mavjudki, tadqiqotimizda ularni alohida ta'kidlab o'tish joizdir: a) xorijiy til va adabiyoti (ingliz tili) yo'nalishi talabalari uchun o'qish material sifatida ijtimoiy-maishiy, badiiy, siyosiy, madaniy, o'quv-ta'limiy sohalarga oid matnlar tanlanadi. b) Xorijiy til va adabiyoti (ingliz tili) yo'nalishi ingliz tili ta'limida o'qishning o'rni va roli, unga qo'yiladigan dasturiy talablar OTMning quyi kurslaridan yuqoriroq - qiyinroq darajada bo'ladi. 2-3 kurslarda esa ingliz tilida o'qiladigan matnlarning murakkablik darajasi ortib boradi. c) Ingliz tilida o'qish talabalarni shu tilda nutqiy muloqot qilish, muayyan sohalarda axborotlar olishni ta'minlaydi, ularning umumiy saviyasini oshiradi. d) Talabalar ingliz tilida tili o'rganilayotgan mamlakatlar, balki mamlakatimiz va dunyo mamlakatlari haqidagi autentik axborotlardan muntazam boxabar bo'lib boradilar. e) O'qish bo'yicha mavzular tanlash talabalarning umumiy saviyasi va o'qitish bosqichlariga bog'liq bo'ladi, ingliz tilida o'qishni o'rgatish amaliy maqsad va ta'limiy vosita sifatida talqin qilinadi.

Tadqiqot mavzusining o'rganilishi bo'lajak ingliz tili o'qituvchilarining sotsiologik tayyorgarligini oshirish, ta'lim jarayonining samaradorligini kuchaytirish hamda zamonaviy texnologiyalarni amaliyotga tatbiq etish bo'yicha muhim nazariy va amaliy asoslar yaratadi.

Innovatsion pedagogik texnologiya esa, o'z mohiyatiga ko'ra, oldindan loyihalashtirilgan ta'lim jarayonini bosqichma-bosqich amalga oshirishni, aniq

²⁴ Жалолов Ж. Ж. Чет тил ўқитиш методикаси. Чет тиллар олий ўқув юртлари (факультетлари) талабалари учун дарслик. –Т.: Ўқитувчи, 1996. –368 б.; Ляховицкий М. В. Методика преподавания иностранных языков: Учебное пособие. –М.: Высшая школа, 1981. –159 с.; 38. Вайсбурд М.Л., Влохина С.А. Обучение пониманию нязычного текста при чтении как поисковой деятельности // Иностранные языки в школе. - 1997.-№2.-С. 84-93.

maqsadga yo'naltirilgan metod, usul va vositalar tizimini ishlab chiqish va ularni samarali qo'llash orqali yuqori darajada boshqarishni anglatadi.

Tadqiqotlar davomida innovatsion pedagogik texnologiyalar mazmun va yo'nalishiga ko'ra ikki guruhga ajratildi: a) barcha fanlarni o'qitish samaradorligini oshirishga xizmat qiluvchi texnologiyalar; b) bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirishga yo'naltirilgan texnologiyalar.

Tadqiqotlar davomida Tramp rejasi texnologiyasining yuqori samaradorligi aniqlangan. Bu texnologiyaning muallifi — AQShlik professor Lloyd Tramp bo'lib, u AQSh oliy ta'lim tizimida keng qo'llaniladi. Tramp rejasi asosida tashkil etilgan ta'lim jarayonida katta auditoriyada yuqori malakali o'qituvchilar ma'ruza o'qishadi, so'ngra talabalar kichik guruhlarda muhokama olib borib, bahs yuritadilar, xulosa chiqaradilar va o'zaro baholashadi. Guruhlar vaqtincha tuziladi va ular o'rtasida fikr almashish uchun interaktiv munozaralar tashkil qilinadi.

Tadqiqot jarayonida “O'qitishni jadallashtirish texnologiyasi” dan ham foydalanildi. Bu texnologiya turli bilim va psixologik xususiyatlarga ega talabalarni bir xil o'quv mezonlari asosida o'qitishni ko'zda tutadi. Uning asosiy maqsadi – ta'lim sifati va o'zlashtirish darajasida yagonalikka erishish, talabalar bilimini tezlashtirilgan, samarali va teng asosda shakllantirishdan iborat.

Dars jarayonida yangi atamalarni chuqur o'zlashtirishga xizmat qiluvchi “Ping-pong atamashunoslik strategiyasi” ham samarali vosita sifatida qo'llaniladi. Ushbu uslub orqali talabalar yangi inglizcha atamalarni turli kontekstlarda ishlatish mahoratini egallaydilar. Darsda o'qituvchi yangi so'zlar yozilgan kartochkalarni konvertlarda talabalar o'rtasida taqsimlaydi. Har bir talaba navbati bilan kartochkadagi atamani o'qiydi, keyingi talaba esa uning ma'nosi va grammatik xususiyatlarini tushuntirib beradi. So'ngra ikkinchi talaba o'z atamasini o'qiydi, undan keyingisi izohlaydi – bu tarzda jarayon davom etadi.

“Insert” metodi (ingliz tilida Interactive Noting System for Effective Reading and Thinking) — matn bilan ishlash orqali talabalarning tahliliy fikrlash, tushunish va anglash ko'nikmalarini rivojlantirishga xizmat qiluvchi innovatsion o'quv strategiyasidir. Bu strategiyaning asosiy maqsadi — o'qish jarayonini tabiiy, mantiqiy va mazmunli tashkil qilish orqali matnni chuqur o'zlashtirishni ta'minlashdir. Ayniqsa, axborotga boy, autentik matnlar (masalan, biologiya yoki geografiya fanlariga oid) bilan ishlashda yuqori samara beradi.

Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirishda B. Blum tomonidan ishlab chiqilgan, so'z va iboralarni samarali o'zlashtirishga ko'mak beruvchi “Dramogermenevtika” nomli ta'lim texnologiyasi katta natijalar beradi. Ushbu texnologiya nomi yunoncha ikki so'zdan tashkil topgan: “drama” – “harakat”, “germenevtika” – “sharhlovchi” degan ma'nolarni bildiradi. Ya'ni, bu metod orqali “matnni sharhlash san'ati” asosida o'rganilayotgan til birliklari chuqur o'zlashtiriladi.

Dramogermenevtika texnologiyasining asosiy maqsadi – talabalarda yangi, ayniqsa, murakkab so'zlar va iboralarning semantik, strukturaviy va kontekstual xususiyatlarini amaliy tarzda anglatish orqali ularni puxta o'zlashtirishga erishishdir. Ushbu yondashuv, ayniqsa, ijtimoiy va lingvistik komponentlarning

o‘zaro uyg‘unligiga asoslangan atamalarni tushuntirishda nihoyatda samarali hisoblanadi.

Bo‘lajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetensiyasini samarali takomillashtirish, avvalo, ta‘lim jarayoniga innovatsion texnologiyalarni oqilona va maqsadga muvofiq tarzda integratsiya qilishga bevosita bog‘liqdir. Bu esa, o‘z navbatida, o‘quv dasturida nazarda tutilgan mutaxassislik fanlarining mazmuni va xususiyatidan kelib chiqib, ta‘limni tashkil etishning zamonaviy lingvodidaktik tamoyillariga tayanishni talab etadi.

Shuningdek, innovatsion ta‘lim texnologiyalarini amaliyotga tatbiq etishda pedagogik vosita va usullarning metodik asoslariga, ularning interfaol, ko‘p formatli shakllarini qo‘llash imkoniyatlariga, hamda o‘qitish jarayonining moddiy-texnik, axborot-kommunikatsion ta‘minot darajasiga alohida e‘tibor qaratilishi lozim.

Bugungi kunda ingliz tilini o‘qitish metodikasi doirasida turli innovatsion va noan‘anaviy yondashuvlardan foydalanish kengayib bormoqda. Jumladan, rolli o‘yinlar, kompyuter texnologiyalaridan foydalanilgan darslar, tez o‘zlashtirishni ta‘minlovchi usullar, og‘zaki nutqni rivojlantiruvchi mashqlar, tez aytishlar kabi usullar bunga misol bo‘la oladi. Ayniqsa, autentik mazmunidagi matnlarni o‘rgatishda “case study”, insert, klaster, zigzag, aqliy hujum, muammoni hal qilish kabi zamonaviy pedagogik texnologiyalar asosida tashkil etilgan darslar talabalarda ingliz tiliga bo‘lgan qiziqishni yanada kuchaytiradi.

Metodikani ishlab chiqishda biz shuni nazarda tutdikki, talabalar – bo‘lajak ingliz tili o‘qituvchisi sifatida – nafaqat ijtimoiy belgilangan til elementlarini (og‘zaki va yozma nutqda) qabul qilish ko‘nikmalarini egallashlari, balki sotsiolingvistik tahlilning terminologik bazasini, sotsiolingvistik birliklarning tizimli o‘zaro bog‘liqligini mukammal bilishlari lozim.

Xorijiy til va adabiyoti (ingliz tili) talabalarining ingliz tilidagi sotsiolingvistik kompetensiya takomillashganlik darajasini baholash mezonlari va ko‘rsatkichlarini ishlab chiqish, bu kompetensiyani takomillashtirishga qaratilgan topshiriqlari, mashqlar tizimini asoslash va ishlab chiqishda zaruriy shart hisoblanadi. Bu mashqlar turli topshiriqlar majmuasidan iborat bo‘ladi.

Sotsiolingvistik kompetensiyaning takomillashtirish bosqichidagi shakllanganligi quyidagi sotsiolingvistik bilim, ko‘nikma va malakalarni egallashni nazarda tutadi: muloqot vaziyatining sotsiolingvistik farqlarini – joylashuv, vaziyatning rasmiylik darajasi, muloqot registri va o‘zgalarni aniqlay olish ko‘nikmasi; mazkur jamiyatda o‘rnatilgan ijtimoiy va nutqiy o‘zaro ta‘sir me‘yorlarini bilish va boshqalar.

Ingliz tilini o‘rganayotgan xorijiy til va adabiyoti (ingliz tili) yo‘nalishidagi talabalar uchun sotsiolingvistik kompetensiyani takomillashtirish qaratilgan topshiriq va mashqlar tizimi quyidagi mezonlar asosida shakllantirildi: dolzarblik, funktsionallik, axborotga boylik, kommunikativlik, tushunarlilik, motivatsion potensial, xilma-xillik, situativlik, qiziqarlilik, tarbiyaviy ahamiyat va

muammolilik. Ushbu mezonlarning barchasi o‘z ifodasini, ayniqsa, autentik (asl) matnlarda topadi.

Bizning tadqiqotlarimiz davomida matn bilan ishlashning quyidagi uch bosqichi – tayyorlov, o‘qib tushunish, va matndan keyingi bosqichlar asosida tuzilgan innovatsion mashqlar tizimi ishlab chiqildi. Bu mashqlar:

O‘qish ko‘nikmasi asosida tinglash va gapirish faoliyatlariga bog‘langan bo‘lib, talabaning nutqiy kompetensiyasini baholash hamda ularni o‘z fikrini ravon ifodalashga undashga qaratilgan. Shunday qilib, “Ikki qismli kundalik” uslubi orqali matndan keyingi bosqichda ijodiy tahlil, fikr almashish, o‘z pozitsiyasini ifodalash va muloqotga kirishish ko‘nikmalari samarali rivojlanadi. Uslub interfaol o‘qitishning samarali vositasi sifatida til o‘rgatish amaliyotiga muvaffaqiyatli joriy etilishi mumkin.

Tadqiqotlarda tinglab tushinishga mo‘ljallangan mashqlar sistemasi maqsadga ko‘ra maxsus va maxsus bo‘lmagan mashqlarga bo‘linadi. Maxsus bo‘lmagan mashqlarda tinglab tushunish yo‘l-yo‘lakay o‘rgatiladi. Masalan: 1. Mashg‘ulot boshlanishidagi nutqiy vaziyat tinglanadi. 2. So‘z ma‘nosini ochish chog‘ida muallim gaplarini eshitadi 3. Talabalarning suhbat chog‘ida bir-birlarini tinglashadi.

Bo‘lajak ingliz tili o‘qituvchilarining o‘qish ko‘nikmasini tinglashning maxsus mashqlaridan foydalanib tekshirdik. Ular quyidagicha: 1.Ustundagi so‘zlarni eshitish va takrorlash; 2.Tanish o‘zaklardan yangi so‘zlarni tinglash va tarjima qilish; 3.Tayyor jummalarni tinglash va qanday nutqiy vaziyatlarda aytib berish; 4.Matnni tinglab, yozma shakldagi bo‘sh qoldirilgan joylarni to‘ldirish; 5.Ikki-uchta qisqa jummalarni tinglash va ulardan gap tuzib aytish; 6.Matnni tinglash va sharhlab berish;

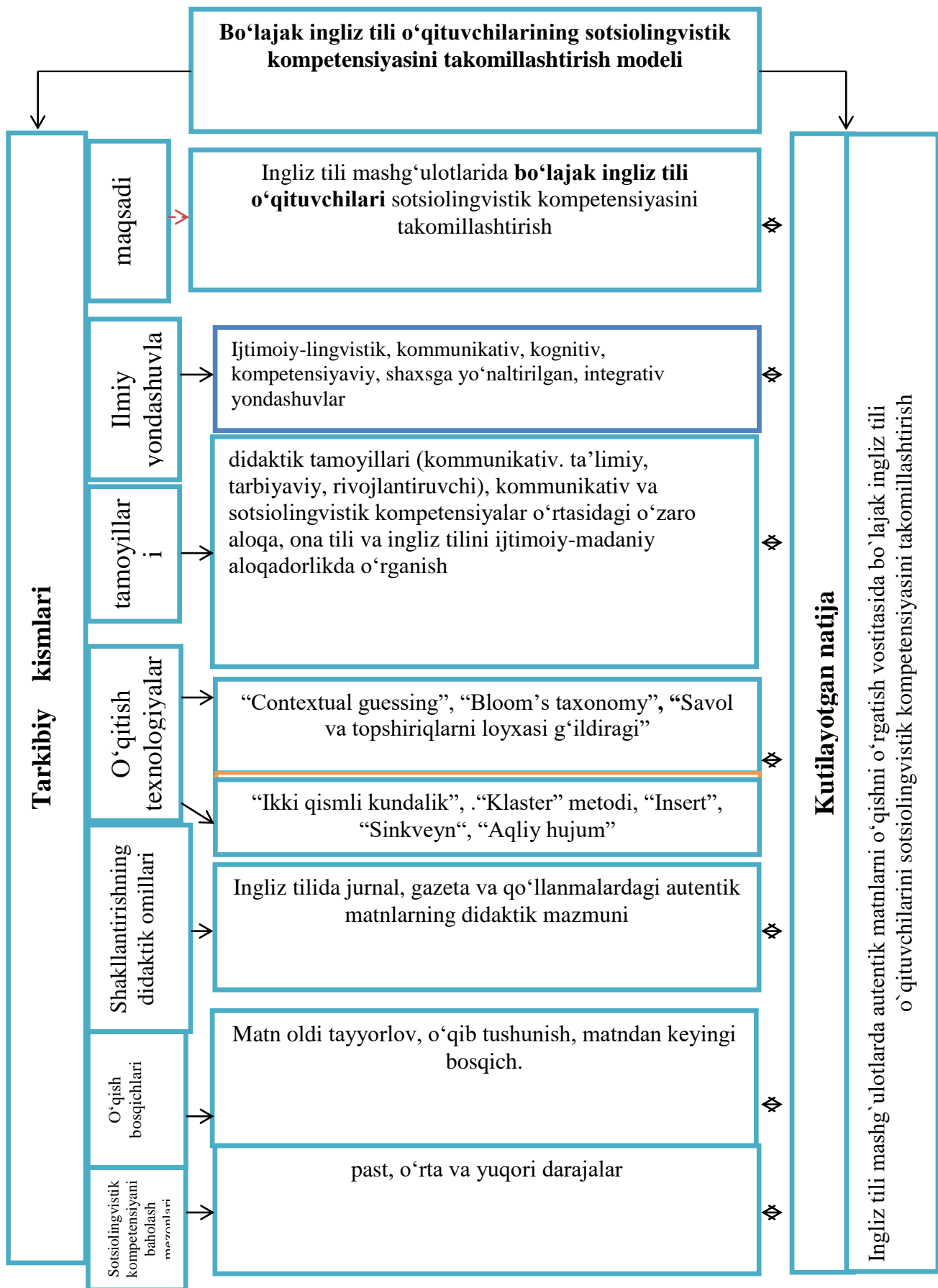
Tadqiqotimiz jarayonida o‘qish ko‘nikmasini tekshirish uchun gapirishning dialog mashqlaridan foydalandik. Tayyorlangan dialog o‘rgatish mashqlariga: 1.Savollarga javob qaytarish; 2.Turli savollar berish; 3.Mavzu bo‘yicha dialog tuzish; 4. Monolog shaklidagi matnni o‘qib, dialoga aylantirish.

Tayyorlanmagan dialog o‘rgatish mashqlariga: 1.Savollarga asosli javob qaytarish; 2.Boshqa Talabalar xam aralashib turadigan dialog yaratish; 3.Savol-javob o‘yini (viktorina) o‘tkazish; 4.Munozara va tortishuv shaklidagi dialog o‘tkazish.

Nutq faoliyatining gapirish turida asosan “Bahs – munozara” usuli samarali natija beradi. “Bahs – munozara” usul mashg‘ulotlarda aniq muammo bo‘yicha fikr almashish, muhokama shaklida amalga oshirilishi bilan tavsiflanadi.

Quyidagi xorijiy til va adabiyoti (ingliz tili) yo‘nalishiga mos keladigan junal, gazate va internetda berilgan autentik matnlarni o‘qish va ularni tushunganlikni turli zamonaviy pedagogik texnologiyalarni qo‘llash orqali tekshirib ko‘rdik.

Yuqoridagi fikr va mulohazalar asosida ingliz tilida autentik matnlarni o‘qish vositasida bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyasini takomillashtirish metodikasi quyidagicha ishlab chiqildi.



1-rasm. Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish modeli

Tadqiqotning “Bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyasini takomillashtirish bo‘yicha tajriba – sinov ishlari natijalari va uning samaradorligi” deb nomlangan to‘rtinchi bobida ingliz tilida xorijiy til va adabiyoti (ingliz tili) yo‘nalishida taxsil olayotgan bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyasini takomillashtirish bo‘yicha tajriba-sinov ishlari tashkil etish natijalari samaradorlik darajasi va uning matematik-statistik tahlili, ingliz tilida bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyasini takomillashtirish darajasini baholash tizimi kabi masalalar yoritilgan.

Tajriba-sinov ishlarining maqsadi sifatida xorijiy til va adabiyoti yo‘nalishi talabalarining sotsiologik kompetensiyasini ingliz tilida autentik matnlar o‘qish vositasida takomillashtirish samaradorligini baholashdan iborat etib belgilandi. Tajriba-sinov maydonchalari sifatida Namangan davlat chet tillari instituti, Farg‘ona davlat universiteti, Samarqand davlat chet tillari instituti, Andijon davlat pedagogika instituti, Termiz davlat pedagogika instituti, Namangan davlat pedagogika institutlari xorijiy til va adabiyoti (ingliz tili) yo‘nalishi talabalaridan 720 nafari ishtirok etdi.

Nazorat guruhleri sifatida har bir yo‘nalishning 1-guruhleri (360 nafar), tajriba guruhleri sifatida esa 2-guruhlar (360 nafar) tanlandi. Tajriba-sinov ishlari davomida OTMLardagi o‘quv jarayonining tashkil etilishiga o‘zgartirishlar kiritilmadi, o‘quv yili boshlanishida qanday bo‘lsa, shunday tarzda qoldirildi.

Xorijiy til va adabiyoti yo‘nalishi talabalarining ingliz tili mashg‘ulotlarida sotsiologik kompetensiyasini autentik matnlarni o‘qishni o‘rgatish vositasida takomillashtirish yuzasidan tadqiqot ishlari uch bosqichda - aniqlovchi tajriba-sinov ishlari, shakllantiruvchi tajriba-sinov ishlari, yakunlovchi tajriba-sinov ishlari bosqichlarida olib borildi.

1 -jadval

Bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyani takomillashtirish darajasining belgilovchi mezonlar

No.	Me‘zonlar	Me‘zonlar tavsifi
1	Sotsiologik me‘yorlardan xabardorlik	Kontekst va vaziyatga qarab mos muloqot shakllarini aniqlash va to‘g‘ri qo‘llash qobiliyati
2	Madaniy va ijtimoiy urf-odatlar haqida bilim	Milliy an‘analar, qadriyatlar, urf-odatlarini tushunish va ularni madaniyatlararo muhitda qo‘llay bilish
3	Mos til uslublaridan foydalanish	Muloqot kontekstiga qarab rasmiy, norasmiy yoki neytral uslubni tanlash ko‘nikmasi
4	Muloqot maqsadlarini tushunish	Gapiruvchining niyati, ohangi va yashirin ma‘nolarini to‘g‘ri talqin qilish
5	Ijtimoiy kontekstda tabiiy tildan foydalanish	Idiomalar, jargon, so‘zlashuv nutqi va madaniyatga xos iboralardan mos vaziyatlarda foydalanish
6	Madaniyatlararo muloqotda moslashuvchanlik	Turli madaniy muhit vakillari bilan muloqotda moslashuvchan muloqot strategiyalarini qo‘llay olish qobiliyati
7	Og‘zaki va yozma nutqda sotsiologik kompetensiyani qo‘llash	Og‘zaki va yozma muloqot holatlarida sotsiologik bilimlardan foydalanish

Me'zonlarga ko'ra tajriba-sinov jarayonida ishtirok etgan tajriba va nazorat guruhlarining sotsiolingvistik kompetensiyasining takomillashganlik darajasi yuqori, o'rta va past darajalarda baholandi.

Tajribadan avvalgi (TA) va tajribadan keyingi (TK) ma'lumotlarni umumiy jadvalini keltiramiz (2-jadvalga qarang).

2-jadval.

Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyani takomillashganlik bo'yicha tajribadan avvalgi (TA) va tajribadan keyingi (TK) ma'lumotlarni umumiy jadvali

№	Tadqiqot obyektlari	Tajriba guruhlarini (360 nafar)						Nazorat guruhlarini (360 nafar)					
		Yuqori		o'rta		past		Yuqori		o'rta		past	
		TA	TK	TA	TK	TA	TK	TA	TK	TA	TK	TA	TK
1	2-kurs talabalarini soni	21	73	113	82	46	27	18	22	109	112	53	46
2	3-kurs talabalarini soni	23	75	114	80	43	23	23	21	114	115	43	44
Jami		44	148	227	162	89	50	41	43	223	227	96	90

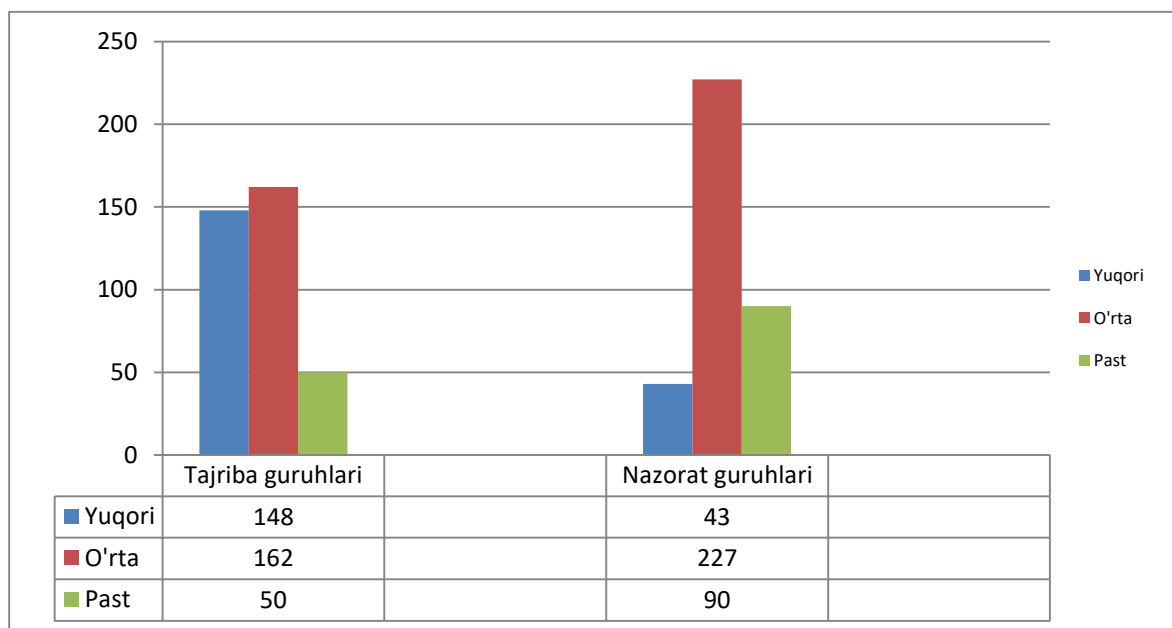
Jadvaldagi natijalar tahlil qilinib, sinov va nazorat guruhlarini taqqoslandi (3-jadvalga qarang).

3-jadval.

Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyani takomillashganlik bo'yicha tajriba va nazorat guruhlaridagi ma'lumotlarning solishtirma jadvali

Tajriba guruhi	Tadqiqot obyektlari	Yuqori	o'rta	past	Jami
	2-kurs talabalarini	73	80	27	180
	3-kurs talabalarini	75	82	23	180
	Jami	148	162	50	360
Nazorat guruhi	Tadqiqot obyektlari	Yuqori	o'rta	past	Jami
	2-kurs talabalarini	22	112	46	180
	3-kurs talabalarini	21	115	44	180
	Jami	43	227	90	360

Tajriba-sinov natijalari tahliliga ko'ra, tadqiqot jarayoniga jalb etilgan tajriba guruhidagi talabalarining nazorat guruhi talabalariga nisbatan bilim, ko'nikma va malakalari samarali ekanligi aniqlandi. Bu holatni obyektiv baholash uchun statistik tahlil amalga oshirildi, aniqlangan xulosagina tajriba-sinov ishlarining ilmiy, pedagogik, texnologik va metodik jihatdan to'g'ri samarali olib borilganini tasdiqlaydi. Ta'kidlovchi tajriba-sinov davrida ham statistik tahlilni amalga oshirish uchun Student va Pirson metodlari tanlandi. Mazkur metod ikki guruhda qayd etilgan ko'rsatkichlarni aniqlash va obyektiv baholash imkoniga ega. Matematik statistik metodning mohiyatiga ko'ra dastlabki bosqichdagi kabi tajriba va nazorat guruhlarida qayd etilgan statistik ko'rsatkichlarni tanlanmalar sifatida belgilanib yuqori, o'rta va past darajalar bo'yicha variatsion qatorlarni hosil qilish lozim bo'ldi.(2-rasmga qarang.)



2-rasm. Bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyani autentik matnlarni o‘qish vositasida takomillashtirish metodikasi bo‘yicha diagramma

Yuqoridagi natijalarga asoslangan holda matematik statistik tahlil qilinib, tajriba yakunidagi holat uchun o‘rta qiymatlar, tanlanma dispersiya, variatsiya ko‘rsatkichlari, Studentning tanlanma mezon, Student mezon asosida erkinlik darajasi, Pearsonning muvofiqlik mezon va ishonchli chetlanishlari topildi (4-jadval).

4-jadval

Bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyani takomillashtirish bo‘yicha tajriba-sinov ishlarining statistik ko‘rsatkichlari

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	$X_{n,m}^2$	Δ_x	Δ_y
2,27	1,87	0,4771	0,3531	1,60	1,66	8,00	718	80,01	0,07	0,06

Yuqoridagi natijalarga asoslanib tajriba-sinov ishlarining sifat ko‘rsatkichlarini hisoblaymiz. Bizga ma’lumki, $\bar{x}=2,27$; $\bar{y}=1,87$; $\Delta_x = 0,07$; $\Delta_y = 0,06$ ga teng. Bundan sifat ko‘rsatkichlari:

$$K_{yco} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,27 - 0,07}{1,87 + 0,06} = \frac{2,20}{1,93} \approx 1,14 > 1;$$

$$K_{ooo} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,27 - 0,07) - (1,87 - 0,06) = 2,20 - 1,81 = 0,39 > 0;$$

Matematik-statistik tahlil natijalari ingliz tili mashg‘ulotlarida bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyasini takomillashtirish metodikasi bo‘yicha ta’lim samaradorligini baholash mezonining birdan kattaligi bilan xorijiy til va adabiyoti yo‘nalishi (ingliz tili) talabalarining sotsiologik kompetensiyasini takomillashtirish darajasini baholash mezonining noldan kattaligi bilan ko‘rish mumkin.

Shunday qilib, yakunlovchi tajriba bosqichida olingan bo‘lajak ingliz tili o‘qituvchilarining sotsiologik kompetensiyasini takomillashtirish bo‘yicha egallangan malakalariga (13,4ga) ega bo‘lganliklarini ko‘rsatdi. Bu holat o‘z

navbatida ilmiy-pedagogik tajribani tashkil etishdan ko'zlangan maqsadga erishilganligining yorqin ifodasi sanaladi.

UMUMIY XULOSALAR

Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini ingliz tili mashg'ulotlarida autentik matnlarni o'qishni o'rgatish vositasida takomillashtirishga doir tadqiqot ishida quyidagi **natija va xulosalarga** kelindi:

1. Oliy ta'lim tizimida bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini ingliz tili o'quv fani davlat ta'lim standartlari va mazmuni, modulli ta'lim tizimini milliy va xalqaro ilg'or tajribalar asosida takomillashtirib borish ingliz tili mashg'ulotlarida autentik matnlarni o'qishni o'rgatishga alohida e'tibor qaratish ingliz tili ta'limini zamonaviy talablar asosida ta'minlash garovidir.

2. Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini autentik matnlarni o'qishni o'rgatish vositasida takomillashtirish ingliz tili mashg'ulotlarida ijtimoiy-madaniy yo'nalishda foydali va qo'shimcha axborot olish hamda berish uchun zaruriy metodik jarayon sanaladi.

3. Bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini takomillashtirish bo'yicha o'quv dasturiy xujjatlar, Xalqaro CEFR malaka talablari, respublikamizdagi kommunikativ va kompetensiyaviy yondashuvlarga oid xuquqiy-me'yoriy xujjatlar, shuningdek, mahalliy va xorijiy olimlarning pedagogika, psixologiya va chet til o'qitish metodikasiga oid ilmiy-nazariy g'oyalari mazkur tadqiqot ishi uchun metodologik asos bo'lib xizmat qildi.

4. Tadqiqot davomida olib borilgan izlanishlar bo'lajak ingliz tili o'qituvchilarining fan o'quv dasturi, mashg'ulotlik va qo'llanmalaridagi malaka talablari hamda mashqlar tizimi talabalarning to'laqonli sotsiolingvistik kompetensiyasini takomillashtirishga muvofiq ravishda ishlab chiqilmaganligi, muammoga tegishli metodik, uslubiy qo'llanmalarining etarli emasligi hamda multimedia materiallarining mazmunan puxta yaratilmaganligini ko'rsatdi.

5. Tadqiqotda ingliz tili o'qitishning maqsadi, mazmuni va uslublari bo'lajak ingliz tili o'qituvchilarining sotsiolingvistik kompetensiyasini autentik matnlarni o'qishni o'rgatish orqali takomillashtirishga yo'naltirilgan jarayon sifatida maxsus ko'rib chiqildi. Ingliz tilida autentik matnlarni o'qishni o'rgatishning mohiyati hamda mazmuni ilmiy asoslab berildi.

6. O'qish va yozuv mashg'ulotlarida autentik matnlarni o'qishni o'rgatishda zamonaviy pedagogik va axborot texnologiyalari hisoblangan - o'yin-topshiriq, strategiyalar, interaktiv metod, kompyuter texnikasi kabi usullardan foydalanib mashg'ulot o'tish bugungi kun zamonaviy talablaridan biridir. Matn bilan ishlash texnologiyalari va turli strategiyalardan foydalanib o'tilgan ingliz tili mashg'ulotlarida talabalarning autentik matnlarda uchraydigan madaniyatga xos so'z boyligi va bilish faolligini oshirish, so'zlardagi assotsiatsiyani tushunib etishda qo'l kelayotganligiga guvoh bo'ldik. Ta'lim jarayonida matn bilan ishlash texnologiyalari va strategiyalardan foydalanish talabalarni zerikishdan saqladi, ularni mustaqil tarzda erkin fikr yuritish va o'qituvchi bilan hamkor sifatida ishlashlariga olib keldi.

7. Bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini takomillashtirishda innovatsion ta'lim texnologiyalarining asosiy yo'nalishi — bu ijtimoiy lingvistik xarakterga ega matnlar bilan ongli, maqsadli va chuqur ishlashga yo'naltirilgan bo'lishidir. Matn ustida ishlash jarayoniga e'tibor qaratish ta'limning didaktik asoslaridan biri sifatida muhim ahamiyat kasb etadi.

8. Tadqiqotda bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini takomillashtirish darajasini ko'rsatuvchi baholash mezonlari ishlab chiqildi. Bo'lajak ingliz tili o'qituvchilarining ingliz tilida sotsiologik kompetensiyasining rivojlanganlik darajalari CEFR talablari doirasida C1 darajasiga to'g'ri kelishi tajriba-sinovdan o'tkazildi.

TAVSIYALAR

1. Kelgusida ingliz tilida qo'llanma va mashg'ulotliklar yaratishda ingliz tili o'qitishning quyi, o'rta va yuqori bosqichlari orasidagi izchillik tamoyiliga amal qilish zarur. Shuningdek, ularda mashqlarning izchilligiga, ya'ni og'zaki va yozma, bir tilli va ikki tilli mashqlarning qanday tartibda joylashuvi yoki izchilligiga qat'i rioya qilinishi lozim.

2. Ta'limning amaliy maqsadi hisoblangan o'qish, foydali va qiziqarli axborot olish uchun turli ijtimoiy-maishiy, badiiy, siyosiy, o'quv-ta'limiy yo'nalishdagi autentik matnlar etarli miqdorda berilishi maqsadga muvofiqdir.

3. Ingliz tili qo'llanma va mashg'ulotliklarini bezashda rasmlar katta rol o'ynaydi. Tili o'rganilayotgan mamalakat(lar) shaharlari, landshafti va kishilarining turmush tarzini namoyish etuvchi ko'plab fotosuratlardan foydalanish ham maqsadga muvofiqdir.

4. Bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini autentik matnlarni o'qish orqali takomillashtirishda o'quv fanlarining xususiyat va imkoniyatlarini hisobga olgan holda fanlar va ta'lim mazmuni integratsiyasini ta'minlash ingliz tili o'qitishni samarali tashkil qilishda davr talabi bo'lishi lozim.

5. Oliy ta'lim uchun zamonaviy ingliz tili mashg'ulotlik va qo'llanmalarini yaratish bugungi kun talabidir. Bo'lajak ingliz tili o'qituvchilari uchun ingliz tili mashg'ulotlik va qo'llanmalarida autentik matnlarni tanlash alohida e'tibor berish zarur. Ayniqsa, bo'lajak ingliz tili o'qituvchilarining sotsiologik kompetensiyasini takomillashtirishda ingliz tili o'qitish maqsadlarini zamonaviy talablarga bo'ysundirish ijobiy samara beradi. Shundagina ingliz tili ta'limining bugungi kungi dasturiy talablarini kommunikativ va kompetensiyaviy yo'naltirilgan holda ta'minlanishiga erishiladi.

6. Bo'lajak ingliz tili o'qituvchilarini tayyorlashda o'quv rejalarga modullar, fan dasturlariga, o'quv-uslubiy qo'llanmalarga tili o'rganilayotgan mamalakat til va jamiyatiga xos bo'lgan autentik materiallarni kiritish, til soxiblari bilan masofaviy kurslarini tashkil etish va ularning ilmiy metodik bazasini yaratish lozim.

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LANGUAGES NAMED AFTER ISHAKKHAN IBRAT**

NAMANGAN STATE INSTITUTE OF FOREIGN LANGUAGES

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**THE THEORY AND PRACTICE OF IMPROVING FUTURE ENGLISH
LANGUAGE TEACHERS' SOCIOLINGUISTIC COMPETENCE
THROUGH AUTHENTIC MATERIALS**

13.00.02 – The theory and methodology of teaching and upbringing (English language)

ABSTRACT

of dissertation of the Doctor of Pedagogical Sciences (DSc)

Namangan – 2025

The topic of the Doctor of Science (DSc) dissertation is registered with the Higher Attestation Commission of the Republic of Uzbekistan under the number B2025.1.DSc/Ped1098.

The doctoral dissertation has been prepared at the Namangan State Institute of Foreign Languages named after Is'hoqkhon Ibrat.

The dissertation abstract is posted in three languages (Uzbek, English, Russian (summary)) on the Scientific Council's website namsifl.uz and the "ZiyoNet" information and educational portal (www.ziynet.uz). The abstract of the dissertation is available in three languages (Uzbek, Russian, English (resume)) on the website of the Scientific Council (www.namsifl.uz) and on the Information and Education Portal "Ziynet" (www.ziynet.uz).

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INTRODUCTION (abstract of the Doctor of Science (DSc) dissertation)

The relevance and necessity of the dissertation topic. The effective resolution of issues related to the linguistic comparison and interpretative analysis of the social, everyday, and cultural life of peoples around the world holds immense practical significance in training highly qualified specialists with a strong command of foreign languages for building a democratic society. Raising 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 introducing advanced teaching methods using modern pedagogical and information technologies, highlights the urgent need to improve the sociolinguistic competence of future English language teachers.

Around the world, special attention is being paid to research focused on developing students' language learning abilities, enhancing their preparedness to use language in social and cultural contexts, determining the level of their sociolinguistic competence, and employing innovative educational technologies in the teaching process. In improving the sociolinguistic competence of future English language teachers, several indicators play a crucial role—such as organizing and designing the educational process effectively, understanding how to use English words efficiently and purposefully, the ability to use language correctly and effectively in social contexts, accurately grasping the intent and purpose behind a speaker's words, and mastering the technical aspects of language proficiency.

Studying foreign experiences, developing educational technologies that meet modern requirements, and revealing the intellectual and psychological potential of each individual necessitate the enhancement of the knowledge, skills, and abilities related to the sociolinguistic competence of future English teachers—specifically, the ability to use language appropriately and effectively within a social context. As the President of the Republic of Uzbekistan has emphasized: “Since we have set the goal of building a competitive state, from now on graduates of schools, lyceums, colleges, and higher educational institutions must master at least two foreign languages²⁵. This must become a strict requirement and the main criterion for the performance of every head of an educational institution.”

“The legal foundations of higher education trends are based on the Law of the Republic of Uzbekistan ‘On Education’.” The Presidential Decree of the Republic of Uzbekistan No. DP-5712 dated April 29, 2019, “On the Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030,” the Presidential Resolution No. RP-5117 dated May 19, 2021, “On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level,” the Resolution of the Cabinet of Ministers No. 610 dated August 11, 2017, “On Measures to Further Improve the Quality of Foreign Language Teaching in Educational Institutions,” as well as the decrees and resolutions on the “Development Strategy of New

²⁵ From the speech of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, delivered at the video conference held on May 6, 2021, regarding measures to improve the system of teaching foreign languages.

Uzbekistan for 2022–2026” and other relevant regulatory and legal documents, serve to a certain extent in fulfilling the tasks outlined in this area.

Relevance of the research with the priority areas of development of science and technology in the Republic. This research work has been carried out within the framework of the Republic’s priority area of scientific and technological development titled: “Formation and implementation of a system of innovative ideas for the development of an information society and a democratic state in social, legal, economic, cultural, and spiritual-educational spheres.”

Review of foreign scientific research related to the dissertation topic. In the process of teaching foreign languages, scientific studies and research conducted in leading foreign scientific centers and higher education institutions have focused on improving students’ sociolinguistic competence—particularly, their ability to communicate through comparison of their native culture and language with the culture, customs, and traditions of the target language country, to foster mutual understanding, and to recognize and accept intercultural differences. Such research has been carried out at institutions including Indiana University, the University of Minnesota (USA), the University of Cambridge, Durham University (United Kingdom), the University of Toronto, the University of British Columbia (Canada), Lund University (Sweden), Waseda University (Japan), the University of Melbourne (Australia), and universities in Berlin (Germany).

A number of scientific studies have been conducted around the world on the improvement of sociolinguistic competence, yielding the following key findings:

Cultural differences have been taught through authentic materials in language learning. Task-based learning has been shown to enhance students’ sociolinguistic adaptability. The scientific foundations for preparing EFL teachers for intercultural communication have been established.

At the University of Minnesota (USA): The integration of language and culture, multilingualism, and the concept of transcultural learning have been promoted. It advocates for the use of language in authentic contexts to develop students’ sociolinguistic competence in real social situations. The necessity of using authentic texts—especially those from advertisements, mass media, and social networks—has been substantiated for teaching language diversity, dialects, and sociolinguistic variation.

At the Berlin universities (Germany): Scientific and practical outcomes include a reduction in students’ communicative errors, particularly those related to culture-bound misunderstandings. Teachers successfully implemented an intercultural teaching approach within groups. Curricula included video-based analysis, authentic conversations, and a pragmatic feedback system.

At Waseda University (Japan): Through CLIL (Content and Language Integrated Learning), students gained deeper knowledge of social roles, cultural contexts, and language registers.

At the University of Cambridge (UK): The “Cambridge approach” scientifically supports the preparation of future English teachers as

sociolinguistically sensitive and pragmatically flexible professionals capable of teaching in multicultural classrooms.

At the University of Melbourne (Australia): Teachers are trained to approach real-life situations with cultural sensitivity. The use of language is based not on an "English Only" policy, but rather on contextual adaptation. Research has focused on teaching students of diverse backgrounds to distinguish and appropriately use language registers—such as professional, academic, and informal—in different communicative settings.

Globally, several key areas of research are being pursued in relation to the development of sociolinguistic competence: improving the methodological foundations for sociolinguistic competence development, designing and applying innovative methods in linguistic and cultural education, developing effective methods and tools for enhancing sociolinguistic competence, using authentic materials and interactive tools to develop students' sociolinguistic competence, strategically planning instructional materials and pedagogical strategies in advance, analyzing the factors that influence sociolinguistic competence with consideration of language and culture to support its improvement.

The level of study of the problem of the topic of scientific research. Scientific research on this issue has been conducted by Uzbek pedagogical scholars such as J. Jalolov, L. Akhmedova, G. Bakieva, G. Mahkamova, T. Sattarov, K. Risqulova, S. Ziyayeva, F. Rashidova, S. Saydaliyev, S. Misirov, M. Yakubbayev, D. Isroilova, Z. Abdujabborova, B. Kulmatov, G. Tadjibaev, D. Sarimsokova, and M. Rozmetova.

In the Commonwealth of Independent States (CIS), scholars such as Ye. Passov, M. Seliverstova, N. Arshinova, T. Gustomyasova, I. Zimnyaya, N. Belenyuk, O. Khalupo, V. Zakharova, L. Zueva, L. Krisin, Ye. Nechaeva, L. Pavlova, N. Sukhova, E. Shevarshinova, V. Belikov, N. Dagbayeva, S. Dortman, and F. Sharkov have studied various methodological aspects of improving communicative competence in a foreign language, including sociolinguistic competence as a key component.

In foreign countries, issues related to language and culture in foreign language teaching, the development of social and sociocultural competencies in language learning, and the role and importance of sociolinguistic competence in enhancing communicative competence in a foreign language have been explored by M. Canale, E. Cohen, A. Rice, M. Byram, B. Dodge, S. Savignon, F. Delmare, J. Alderson, and H. Widdowson.

However, under the demands of globalization and in accordance with international educational standards, the system for improving the sociolinguistic competence of future English language teachers through the reading of authentic texts has not yet been studied in a monographic aspect.

The connection of the dissertation research with the research plans of the higher education institution where the dissertation is carried out. The dissertation research has been carried out within the framework of the scientific research project "Linguistics, Literary Studies, Translation Studies, and Current

Issues in Foreign Language Teaching” at the Namangan State Institute of Foreign Languages.

The purpose of the study. It consists in developing methodological proposals and recommendations for improving the sociolinguistic competence of future English language teachers through teaching the reading of authentic texts.

Tasks of the research work.

To substantiate the essence and meaning of the concepts “competence,” “communicative competence,” and “sociolinguistic competence”; To determine the methodological requirements for selecting authentic texts;

To develop a set of English exercises and tasks aimed at improving the sociolinguistic competence of future English language teachers;

To enhance the sociolinguistic competence of future English language teachers based on innovative technologies for teaching the reading of authentic texts;

To identify the typology of difficulties and errors encountered in the process of developing the sociolinguistic competence of future English language teachers;

To develop indicators for assessing the level of improvement in the sociolinguistic competence of future English language teachers.

The object of the research is the process of improving the sociolinguistic competence of future English language teachers through reading authentic texts.

The subject of the research consists of the content, forms, methods, and tools for improving the sociolinguistic competence of future English language teachers through reading authentic texts.

Research methods include: psychological-pedagogical analysis; analysis of literature related to the research problems in educational-methodological, cultural, and linguistic contexts; study of normative documents; examination and systematization of traditional and innovative practices; pedagogical design; pedagogical modeling; empirical methods; surveys; interviews; testing methods; analysis of students’ academic and creative work; graphical representation of results; experimental testing; diagnostic and mathematical-statistical analysis.

The scientific novelty of the research consists of the following:

the essence and meaning of the concepts “competence,” “communicative competence,” and “sociolinguistic competence” have been scientifically and methodologically substantiated within the fields of linguistics, country studies (linguoculturology), and language didactics. Methodological requirements for selecting and structuring authentic texts—such as content appropriateness, authenticity of language use, language level adequacy, and suitability of length and structure—have been improved based on the principle of comparing the cultural, sociolinguistic, and speech norms of the Uzbek language and the target foreign language;

a set of English-language exercises and tasks has been developed to improve the sociolinguistic competence of future English language teachers through reading authentic texts, utilizing the language’s accumulative, identificatory, communicative, appellative, and cognitive functions;

the sociolinguistic competence of future English language teachers has been enhanced through teaching the reading of authentic texts—such as podcast transcripts, blog posts, newspaper and magazine articles—that possess features of naturalness, contextuality, complexity, and usefulness, using innovative technologies like WebQuest, Podcast-based Learning, and Collaborative Reading;

based on a differential approach, considering the sociolinguistic features of language material, cross-cultural differences, and contextual appropriateness, the typology of lexical, grammatical, and phonetic difficulties and common errors encountered in the process of improving the sociolinguistic competence of future English language teachers has been identified;

indicators for assessing the level of sociolinguistic competence development in future English teachers have been designed in accordance with national education standards, the Common European Framework of Reference for Languages (CEFR), and an integrative model of sociolinguistic competence that encompasses cognitive (knowledge), operational (practical skills), and affective (attitude-related) components.

The reliability of the research results is explained by the application of a comprehensive scientific-pedagogical approach to thoroughly address the studied problem; the selection of research methods appropriate to the purpose, subject, and pedagogical objectives of the study; the adequate number of respondents involved in the experimental work; the use of statistical data in the experimental process and its mathematical-statistical processing; the consistency of the initial theoretical principles; the practical validation of the main theoretical proposals based on the outcomes of the experimental work; and the verification of the obtained results using precise methods.

The scientific and practical significance of the research results is as follows:

The scientific significance of the research lies in the clarification of the content and essence of teaching future English language teachers to read authentic texts for the development of their sociolinguistic competence. It is also reflected in the identification of the specific pedagogical and methodological features of teaching the reading of authentic texts in English and its role and importance in developing students' linguistic and speech competencies, as well as in the analysis of the various approaches to studying this issue.

The practical significance of the research are as follows: the criteria and indicators for improving the sociolinguistic competence of future English language teachers have been clarified; an original methodological interpretation of the concepts “competence,” “competency,” and “sociolinguistic competence” in the context of teaching English has been presented; educational materials aimed at developing the sociolinguistic competence of future English language teachers have been systematized based on authentic texts (including texts from journals, blog posts, and social media); a textbook titled “Practice of Language Aspects” has been developed; educational and methodological support has been created for enhancing the sociolinguistic competence of future English language teachers in the process of English language instruction.

Implementation of Research Results:

methodological and practical recommendations aimed at improving the content and essence of developing future English language teachers' sociolinguistic competence through teaching reading of authentic texts in reading lessons have been integrated into the educational manual "Practice of Language Aspects." These recommendations are based on a scientific-methodological substantiation of the concepts of "competence," "communicative competence," and "sociolinguistic competence" in the fields of linguistics, linguoculturology, and language didactics. Methodological criteria for selecting authentic texts include content appropriateness, authenticity of language use, language level adequacy, and length and structure suitability. These are based on the principle of comparing the cultural, sociolinguistic, and speech norms of the Uzbek language and the target foreign language. (Permitted for publication under Order No. 491 of the Minister of Higher Education, Science and Innovation dated November 6, 2023, permit number 491616). As a result, future English language teachers achieved C1-level sociolinguistic competence.

a set of English exercises and tasks designed to enhance future English language teachers' sociolinguistic competence through reading authentic texts was developed. These are based on the accumulative, identificatory, communicative, appellative, and cognitive functions of language and were utilized in developing curricula and syllabi for the Foreign Language and Literature (English) educational direction. (Reference No. 22-18/1120-01/01 of Namangan State Pedagogical Institute dated June 25, 2025). As a result, the effectiveness of improving future English language teachers' sociolinguistic competence in reading lessons was ensured.

recommendations and proposals for improving the sociolinguistic competence of future English language teachers through reading authentic texts such as podcast transcripts, blog posts, newspaper and journal articles—characterized by naturalness, contextuality, complexity, and usefulness—were applied using innovative technologies like WebQuest, Podcast-based Learning, and Collaborative Reading. These recommendations were used in fulfilling the tasks set within the framework of the "ERASMUS+ Capacity Building Project 101129076 EMPOWER: Women Entrepreneurship, Empowerment, Employability and Self-confidence" carried out in 2023–2024. (Namangan State Institute of Foreign Languages, Certificate No. 1641-03 dated July 14, 2025). As a result, students' sociolinguistic competence was improved through methods for assessing oral comprehension of authentic texts.

practical proposals for identifying lexical, grammatical, and phonetic difficulties and typical error typologies encountered in the process of improving future English language teachers' sociolinguistic competence—considering the sociolinguistic features of language material, cross-cultural differences, and contextual appropriateness—were used in the development of the curriculum and subject syllabi for the Foreign Language and Literature (English) education direction. (Reference No. 1637-03 of Namangan State Institute of Foreign Languages dated July 14, 2025). As a result, exercises aimed at eliminating lexical,

grammatical, and phonetic difficulties in reading lessons to enhance students' sociolinguistic competence were improved.

indicators for determining the level of sociolinguistic competence development in future English language teachers were developed based on state education standards and CEFR requirements, and on the integrative model of sociolinguistic competence that encompasses cognitive (knowledge), operational (practical skills), and affective (personal-attitudinal) components. These recommendations were utilized in the higher education segments of the January and May 2025 editions of the broadcasts "Children and Us" and "Education and Development" on the "Uzbekistan" TV channel, produced by the "Uzbekistan 24" Creative Association of the National Television and Radio Company of Uzbekistan. (Reference No. 05-09-1089 of the "Uzbekistan 24" Creative Association of the National TV and Radio Company of Uzbekistan, dated July 7, 2025). As a result, the methodology for enhancing students' sociolinguistic competence in English was widely disseminated.

Approval of research results. The findings of the dissertation research have been presented and discussed at 4 international conferences and 4 national (republic-level) conferences.

Publication of the research results. A total of 28 scientific works have been published on the topic of the dissertation, including 1 monograph and 10 articles published in scientific journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing the main scientific results of doctoral dissertations. Of these, 8 were published in national journals and 2 in international journals.

Structure and scope of the dissertation. The dissertation consists of an introduction, four chapters, a conclusion, a list of references. The total length of the dissertation is 213 pages.

MAIN CONTENT OF THE DISSERTATION

In the introduction of the dissertation, the relevance and necessity of the research topic are justified, along with the degree to which the issue has been previously studied. The purpose and objectives of the research, its object, subject, and methods are clearly defined. The study's alignment with the priority directions of the development of science and technology in the Republic is demonstrated. Furthermore, the scientific novelty, practical results, theoretical and practical significance, reliability of the findings, implementation in practice, approval, published works, and structural information of the dissertation are presented.

The first chapter of the dissertation, titled "The Scientific and Theoretical Foundations of Improving the Sociolinguistic Competence of Future English Language Teachers," focuses on sociolinguistic foundations in foreign language teaching, the concept of competence—its content, essence, and types—and the characteristics of improving sociolinguistic competence in foreign language education.

The Presidential Resolution No. RP-5117 dated May 19, 2021, “On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Stage,” played a vital role in organizing the comprehensive learning of foreign languages, including English, at all levels of the continuous education system in Uzbekistan²⁶.

This resolution envisions achieving significant progress in English language teaching in Uzbekistan by using modern pedagogical and information technologies. In the era of globalization and information, learning foreign languages not only requires knowledge of grammar and vocabulary but also demands the ability to communicate effectively and to build proper intercultural communication. Especially at a time when the importance of English as a means of international communication is increasing, forming and improving the sociolinguistic competence of future English language teachers has become one of the most pressing issues.

The content and essence of the term competence are interpreted differently by pedagogical, psychological, and methodological scholars. These interpretations are based on the specific characteristics of each academic discipline. According to the pedagogical scholar V.I. Baydenko, competence is defined as "an individual's ability to demonstrate consistency between their knowledge, life skills, qualifications, and abilities." Competence represents a set of knowledge, skills, abilities, and personal qualities necessary for an individual to function effectively in various fields²⁷.

The term competency is also derived from the Latin root “compete,” meaning “I am achieving” or “I am worthy,” and it denotes a person's awareness, knowledge, and experience in a particular field²⁸.

Among researchers, Yu.F. Maisuradze defines the concept of competency as a method of sequentially applying the knowledge acquired by an individual. A distinctive feature of this approach is that, beyond the requirement of knowledge itself, it also involves the relationship between the subject and the object²⁹.

Psychologist N.V. Grishina approaches the issue from a socio-psychological perspective and defines competency as the “ability to understand the nature of conflicts, develop a constructive attitude toward problems, analyze emerging situations, identify their causes, and manage them³⁰.”

The term communicative competence is defined as the ability to apply the acquired knowledge, skills, and abilities of a foreign language in the process of communication. The core concept of the term, competence, was first introduced by

²⁶ Presidential Resolution of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021, "On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Stage."

²⁷ Baydenko, V.I. Identifying the Components of University Graduates' Competence as a Necessary Stage in Designing the New Generation of State Educational Standards for Higher Professional Education: A Methodological Guide. – Moscow: Research Center for the Quality of Specialist Training, 2006. – 72 pages.

²⁸ National Encyclopedia of Uzbekistan. “Uzbekistan National Encyclopedia” State National Publishing House. – Tashkent, 2008. Volume 8, p. 26.

²⁹ Maisuradze, Yu.F. The Role of Education in Enhancing the Competence of Managerial Personnel // Scientific Governance of Society. Issue 10. Moscow, 1976. – pp. 277–298.

³⁰ Grishina, N.V. Psychology of Conflict. Anthology. – 2nd ed. – St. Petersburg: Piter, 2009. – 538 pages.

Noam Chomsky as “grammatical competence”, referring to a speaker's and listener's knowledge of the language. Dell Hymes expanded this notion and became the author of the term communicative competence, explaining that a child develops communicative competence by not only acquiring grammar but also by learning how to use language correctly—when, where, to whom, in what manner, and about what—to communicate appropriately³¹.

The problem of developing students' communicative competence has been explored not only by pedagogical scholars but also by linguists and methodologists, who have studied various aspects of the concept. Notably, the theoretical and practical issues of communicative competence have been addressed in the research works of N.N. Dolovova, Ya.V. Taraskina, O.I. Khalupo, I.V. Alexina, R.S. Arefyev, T.P. Popova, and S.A. Strokova.

In 2003, the Council of Europe developed the CEFR (Common European Framework of Reference for Languages), in which general and communicative language competences were separately outlined. Communicative language competence was defined as comprising linguistic, sociolinguistic, and pragmatic components.

Linguistic competence refers to the knowledge of language materials (pronunciation, vocabulary, grammar) and the acquisition of skills and abilities across different types of speech activities (listening, speaking, reading, and writing)³².

Pragmatic competence implies the ability to navigate complex communicative situations in the target language, such as asking for repetition or apologizing when misunderstandings arise.

Sociolinguistic competence allows learners to communicate in a manner that does not provoke surprise or irritation among native speakers, enabling interaction in what is considered natural and acceptable behavior in the target culture³³.

I.L. Bim, V.V. Safonova, and P.V. Sysoyev recognize sociolinguistic competence as a component of communicative competence³⁴. I.L. Bim and V.V. Safonova also include sociolinguistic competence within the structure of socio-cultural competence and provide a theoretical basis for a socio-cultural approach in English language teaching. Thus, since the 1990s, two major perspectives have emerged, both recognizing sociolinguistic competence as part of communicative competence.

³¹ Hymes, D. The Ethnography of Speaking / D. Hymes // *New Developments in Linguistics: Sociolinguistics*. – Moscow, 1975. – Issue 7 – pp. 42–95.

³² Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Policy Unit. Strasbourg. – 2010. – 274 pages. Electronic Resource: www.coe.int/lang-CEFR

³³ Belenyuk, N.A. Formation of Sociolinguistic Competence in First-Year Technical University Students in the Process of Teaching Oral Communication: English Language, Basic Course. PhD dissertation in Pedagogical Sciences. – Tomsk, 2007. – 170 pages.

³⁴ Bim, I.L. The Personality-Oriented Approach – A Key Strategy for School Reform // *Foreign Languages at School*. – 2002. – No. 2. – pp. 11–15.; Sysoyev, P.V. The Sociocultural Component in Teaching the American Variant of the English Language (for Schools with Advanced Foreign Language Study): PhD dissertation in Pedagogical Sciences, specialty 13.00.02. – Tambov State University. – Tambov, 1999. – 235 pages; Safonova, V.V. Studying Languages of International Communication in the Context of Dialogue Between Cultures and Civilizations. – Voronezh: Istoki, 1996. – 237 pages.

In our view, it is advisable to develop and enhance sociolinguistic competence as a key component of communicative competence in higher education institutions. Only in this way can students, by exploring new dimensions of the target language culture within the framework of socio-cultural competence, absorb the linguistic worldview and improve their sociolinguistic competence.

The legal foundations of higher education trends are reflected in the following legislative acts of the Republic of Uzbekistan: The Law of the Republic of Uzbekistan “On Education”, Presidential Decree No. PQ-1875 dated December 10, 2012, “On Measures to Further Improve the System of Learning Foreign Languages”, Presidential Decree No. PF-5847 dated October 8, 2019, “On the Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030”, Presidential Decree No. PF-60 dated January 22, 2022, “On the Development Strategy of New Uzbekistan for 2022–2026”, Presidential Decree No. PQ-2909 dated April 20, 2017, “On Measures to Further Develop the Higher Education System”, Presidential Decree No. PQ-5117 dated May 19, 2021, “On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Stage”. These documents highlight the need to improve the content of subjects taught in higher education institutions based on international experience, in order to train teachers who are competitive in the global labor market.

The main goal of teaching foreign languages at all stages of the continuous education system is to improve sociolinguistic competence in foreign languages, enabling individuals to function freely and effectively in everyday, academic, and sociolinguistic domains on an international scale in today’s rapidly evolving social environment.

In the State Educational Standards (SES), competencies are classified into three main groups: Linguistic competence refers to the acquisition of knowledge about the language system (phonetics, vocabulary, grammar) and the development of skills in the four main language activities: listening, speaking, reading, and writing.

Sociolinguistic competence includes socio-cultural competence and encompasses the ability to recognize and present the national features of authentic speech, the customs, values, traditions, and other cultural attributes of one's own country in comparison with those of the target language country.

During the course of this research, we conducted an in-depth analysis of the development of sociolinguistic competence in future English language teachers based on the foreign language proficiency levels and educational content defined in the SES. On this basis, a typological classification of professional competencies for English teachers was developed and recommended for practical implementation. As a result, the content and structural framework of sociolinguistic competence was scientifically and theoretically identified, and its methodological foundations were established.

In particular, we selected the following subjects for experimental testing at the undergraduate level in the Foreign Language and Literature (English) program (code: 60110900), as they offer significant potential for developing sociolinguistic

competence in future English language teachers: Practice of Language Aspects, Practice of Reading and Writing, Integration of Speech Skills

Experimental research was conducted based on these subjects, and their potential for sociolinguistic development was analyzed.

The subject Integration of Speech Skills is specifically designed for future English teachers and aims to develop their ability to compare and analyze the culture of the target language country with other cultures. This course fosters critical thinking on intercultural communication issues and enables students to apply their listening, speaking, reading, and writing skills in practice through proper understanding and explanation of cultural differences. Overall, this subject is intended to strengthen the knowledge and skills that support the development of sociolinguistic competence.

The core content of the course aims to develop intercultural communication skills in students and expand their knowledge and understanding of the customs, everyday lifestyles, and cultural values of various nations and peoples. Key thematic areas covered include: learning about the unique cultures, traditions, and greeting customs of different countries and nations to cultivate a sense of universal values, respect, and tolerance; gaining deeper knowledge about national symbols, including the state emblems of the Republic of Uzbekistan, its political structure, and their historical and cultural foundations; understanding the cultural mindset, lifestyle, and family values of different nations through their food culture and national dishes; exploring global education systems, modern pedagogical technologies, and teacher-student interaction styles to study and analyze best practices; analyzing the cultural, economic, and communicative aspects of urban and rural lifestyles to understand differences in language environments; developing an understanding of recreational and sports activities, national and international sports types, the culture of participation in these activities, and the role and cultural characteristics of communication tools.

These recommendations help enrich the educational and moral content of the course. As a result, future English language teachers will not only acquire linguistic knowledge and skills but also develop a broad sociolinguistic worldview, become culturally sensitive, and be capable of participating effectively in intercultural communication as well-rounded professionals. Furthermore, their overall cultural literacy and communicative competence will be significantly enhanced through in-depth study of key areas such as social geography, social demography, the lives of neighboring peoples, and the history of interethnic and international cultural relations.

To achieve this, it is crucial to base the educational process on conceptual theories, approaches, and models developed by leading scholars in the fields of pedagogy, linguistics, and methodology from around the world. Analysis of scientific research indicates that today, this issue is the subject of extensive scientific and practical studies conducted by internationally recognized research centers, higher education institutions, and professional development institutes.

The Anglocentric approach, developed by American linguists and implemented notably at the University of Oxford, deserves special attention. This

approach to learning and teaching English emphasizes not only the language itself but also the culture, mentality, and worldview embedded within it. The concept was introduced by American linguistic scholars and is actively applied at Oxford University in the training of English language teachers.

At Yale University, innovative pedagogical approaches based on the effective use of modern educational technologies have been widely introduced. In particular, a new generation of educational tools has been developed that allows learners to work in online project-based groups and explore topics using various electronic resources from the global network. These tools include WebQuests, blogs, e-portfolios, and podcasts.

Sogang University in Seoul, South Korea, is one of the leading institutions in applying advanced educational-methodological approaches that integrate language learning with intercultural communication. Special emphasis is placed on a cross-cultural approach in the training of future English language teachers.

Such approaches ensure that the knowledge and skills students acquire are not confined to theoretical understanding, but are reinforced through application, modeling, analysis, and testing in real or simulated sociolinguistic contexts.

In the second chapter of the dissertation, titled “Linguodidactic Foundations for Improving the Sociolinguistic Competence of Future English Language Teachers through Reading Authentic Texts,” the linguodidactic potential of authentic texts, modern requirements for their selection, and the principles for enhancing sociolinguistic competence through reading these texts are analyzed.

Text plays a crucial role in improving sociolinguistic competence among future English teachers. In our research, we found it necessary to analyze various definitions of “text.” Nearly all definitions in linguistics emphasize the notions of coherence and unity in one form or another. For example, German linguist W. Dressler, in his article “Text Syntax,” cites H. Weinrich’s definition as an epigraph: “A text is, without a doubt, such a whole in which everything is interconnected.” Another scholar, D.A. Kochen, defines text as “any sequence of sentences arranged in time or space that presumes coherence³⁵.”

In the modern era, scholars face certain challenges in defining a text and identifying its essential features. This is largely due to the complexity of its content and its structurally integral nature. The content of a text is often influenced by subjective factors, as each student interprets it differently based on their cognitive, emotional, and communicative experiences.

According to current academic perspectives, a text is not merely a collection of linguistic units, but a phenomenon that conveys reality through language. It is considered a central form of communication, a medium for storing and transmitting information, a repository of cultural values, a marker of a particular historical era, and a reflection of individual human life.

Texts created in natural conditions possess the quality of authenticity. In the process of improving sociolinguistic competence, authentic texts stand out as

³⁵ Cohen A. D. The production of Speech Acts by EFL learners / A. D. Cohen, E. Olshtain // TESOL Quarterly, 1993. - № 27 (1). - P. 33 - 56.

unique didactic resources. They are based on real-life needs and are created by native speakers, serving as a means for learning language in a natural, not artificial, context. Through such texts, future teachers analyze communication in various social settings, understand cultural differences, and acquire speech styles, slang, idioms, and context-appropriate expressions.

Authentic texts are defined as “texts not written for educational purposes but derived from real life³⁶.” Therefore, they offer genuine information about the language being learned. These materials are created to fulfill specific social purposes within a speech community, distinguishing them from other types of texts developed exclusively for language instruction³⁷.

In contrast, literary or scientific texts often use artificially standardized language aimed at teaching. These types of materials typically include the following features: consistently well-structured sentences; questions presented with grammatically complete answers; repeated sentence structures; and often lack natural readability (i.e., they feel unnatural).

Authentic texts provide learners with opportunities not just to understand the structure of language, but to engage in real communication in the target language. Students get a sense of how the language is used outside the classroom. Therefore, when selecting materials from various sources, the primary goal should be comprehension of meaning, not just form—especially when using literary texts. In such cases, attention should be directed to what is being said, rather than the literary form or stylistic elements.

The use of authentic texts in the classroom offers several known advantages: a) When students are presented with authentic materials, they see concrete examples of how native speakers actually use the language; b) They feel more confident and perform better in informal, face-to-face interactions when encountering similar situations; c) Authentic materials are often more informal, socially oriented, and widely used. They can also serve as valuable tools for reinforcing grammar rules.

For this reason, our research highlights the importance of revealing the linguodidactic potential of authentic texts. Linguodidactic potential refers to the educational value of language materials or methodological tools in the teaching and learning process. The linguodidactic potential of authentic texts includes: Presenting a real language environment; Teaching language use in various social contexts; Introducing cultural contexts; Shaping social and moral thinking; Demonstrating language styles and registers; Teaching slang, idioms, and phraseological expressions; Expanding lexical and grammatical knowledge; Explaining speech acts and politeness strategies; Developing critical and analytical thinking; Enhancing sociolinguistic competence.

³⁶ Wallace, C. (1992) Reading Oxford, O.U.P. 1992. P.18-20.

³⁷ Peacock, M. (1997) The Effect of Authentic Materials on the Motivation of EFL Learners in English Language Teaching Journal 51, pp 2; Senior, R (2005) Authentic Responses to Authentic Materials in English Teaching Professional 38, pp71; Martinez, A.G. (2002) Authentic Materials: An Overview on Karen's Linguistic Issues; Guariento, W. & Morley, J. (2001) Text and Task Authenticity in the EFL Classroom in ELT Journal 55(4), pp 347-353

Through authentic texts, foreign language learners become familiar with the holidays, rituals, and daily lives of people from other nations.

Example: An authentic article about England, “Bonfire Night” (Guy Fawkes Day), or blog excerpts about “La Chandeleur” (Crepe Day) in France. Such texts help students learn about cultural differences and develop respect for the customs of other cultures.

Cultural references in authentic texts are often presented without direct explanation, encouraging students to learn cultural meaning through context.

Example: A restaurant menu that says “tipping is not included” implies that in the U.S., service tips are paid separately. Or, Japanese letter-writing conventions reflect cultural values like hierarchy and respect.

Many words and expressions are only understood in their cultural context, and authentic texts help learners grasp this.

Example: “How do you do?” is a greeting, but its usage and expected response are culturally specific. Concepts like “privacy” or “individualism” in English reflect values central to American and European societies.

Students learn not just the language, but how to use it appropriately in social and cultural contexts, reducing the risk of intercultural misunderstandings.

Example: Authentic emails show how forms of address differ between the U.S. and Japan. Videos reveal cultural differences in body language and personal space.

Authentic texts also support the development of social and moral thinking. They offer direct insights into the social life, values, and traditions of English-speaking countries.

Example: Articles about Thanksgiving Day, Remembrance Day, or Martin Luther King Day introduce learners to important historical and ethical values in the U.S. and the U.K.

Concepts such as family, friendship, personal freedom, and equality in society are explored through English-language stories and interviews.

Many literary and journalistic authentic texts express universal values like honesty, justice, tolerance, and compassion.

Examples: Works by authors like Roald Dahl, J.K. Rowling, and George Orwell address human dignity, social justice, and moral choices. Blogs and public speeches (e.g., TED Talks) feature young people discussing personal experiences and social issues, which directly impact learners’ thinking.

Students compare authentic texts with their own national values, promoting cultural relativism, open-mindedness, and the development of a globally aware perspective. Example: An article about freedom of speech in the U.S. can be compared with oral traditions in Uzbekistan. Texts on marriage, family, women’s rights, and youth help students understand cultural differences between Uzbek and English-speaking societies. Slang, idioms, and phraseological units often make sense only in context, and authentic texts demonstrate their natural usage.

Example: “I’m totally broke this week. Let’s just chill at home.” – Here, broke means “no money,” and chill means “to relax” (slang).

Many idioms and phrases are culturally rooted.

Examples: “Spill the beans” means “to reveal a secret” and originates from ancient voting games; “The ball is in your court” is a tennis metaphor meaning “it’s your turn to act.”

These are used in a natural way in articles or blog posts, allowing learners to understand them through context. Idiomatic expressions add emotional depth, richness, and stylistic variety to language. Example: “She was over the moon when she heard the news.” – Instead of simply saying “she was happy,” this idiom adds emotional power.

Slang is typically used in informal conversation, idioms across various styles, and phraseological expressions in literary or colloquial texts. Authentic texts teach students when and with whom these forms are appropriate.

Authentic texts contain language features related to culture, values, traditions, and social norms. Example: The British expression “Would you mind closing the window?” may seem straightforward in translation, but it’s a highly polite request that requires cultural understanding. Or an American blog stating “Thanksgiving is the time to be grateful” cannot be fully understood without knowing the cultural and historical context of the holiday.

Authentic texts expose students to the lives, values, and social issues of other peoples, preparing them for intercultural communication. They help learners perceive language not just as a “tool for speaking,” but as a socio-cultural bridge.

Authentic texts help learners understand the social, cultural, and stylistic dimensions of language. They: a) Teach appropriate language use in social roles, b) Raise cultural sensitivity, c) Highlight sociolinguistic differences, d) Contribute to effective intercultural communication.

Therefore, authentic texts are one of the most important linguodidactic tools for enhancing sociolinguistic competence.

One of the key methodological issues explored in this research is which topics of authentic texts should be selected for reading in linguistic universities. It is well known that speech topics assigned for reading are selected in line with the goals of English language teaching.

Speech topics in English language methodology are an area still under-researched, but recommended topic systems are included in curricula for future English teachers.

Methodological literature emphasizes the importance of selecting authentic texts for the following reasons: a) Introducing learners to the kind of language used in real life; b) Teaching stylistic, lexical, and pragmatic aspects of language; c) Understanding cultural context and improving sociolinguistic competence; d) Developing critical thinking and language awareness.

In many methodological sources on English language teaching (e.g., Jeremy Harmer, David Nunan, Penny Ur, J.C. Alderson³⁸), the following criteria are proposed for selecting authentic texts: Pedagogical relevance – the text must match the lesson topic, student age, and proficiency level. Example: For C1-level students, a complex analytical article from BBC News may be appropriate.

³⁸ Alderson, J.C. *Assessing Reading* Cambridge, C.U.P.2000. – 27 p.

Linguistic appropriateness – vocabulary and grammar should not exceed students' ability levels, though some new words are acceptable. Engagement – the content must be interesting, timely, and relevant to maintain student motivation. Example: YouTube comments, TikTok user opinions, or comics for teens; news, essays, and interviews for adults.

Cultural value – the text should provide insight into cultural perspectives and practices. When selecting authentic texts, methodological literature also explores concepts such as “source of selection,” “selection criteria,” and “units of selection,” emphasizing the need for thoughtful pedagogical alignment.

When identifying text selection sources, language material is divided into active and passive minimums. Active knowledge of a language refers to the full mastery of all main speech activities—speaking, listening, reading, and writing. Passive knowledge, on the other hand, relates mainly to the ability to understand oral and written texts, i.e., activities based on the perception of language.

Selection criteria refer to the metrics and indicators that help determine the usefulness, relevance, and degree of integration of a text into the learning process³⁹. When selecting recommended reading texts from English-language journals, newspapers, and blogs, the following methodological criteria are considered:

Quantitative criteria – These are based on indicators such as text length, number of word units, level of complexity, number of repeated words, and sentence length. Such metrics help assess whether the text is appropriate for students' language proficiency.

Methodological criteria – These relate to students' age, proficiency level, learning needs, and motivation. This also includes the text's didactic value and its potential for exploitation (i.e., its usability for grammatical, lexical, and cultural learning objectives).

Linguistic criteria – These are based on lexical items, grammatical structures, stylistic features, and phonetic elements present in the text. The text's stylistic coherence, contextual appropriateness, proximity to real-life situations, and authenticity are evaluated under this criterion⁴⁰.

Texts selected using these criteria serve not only as tools for language instruction but also play a vital role in enhancing students' sociolinguistic competence. The most effective approach to text selection is one based on interactivity, motivation, engagement, relevance, and alignment with learners' real needs.

In university curricula, this goal is framed as enabling students to comprehend socio-political and popular science texts and to engage effectively in oral and written communication in English.

The primary practical goal of teaching English to students is to develop their key communicative competencies—reading, speaking, listening, and writing.

³⁹ Jalolov, J. J. *Methods of Teaching Foreign Languages: A Textbook for Students of Foreign Language Higher Educational Institutions (Faculties)*. – Tashkent: O'qituvchi, 1996. – 368 pages.

⁴⁰ Solovova, E.N. *Methods of Teaching Foreign Languages: A Basic Course of Lectures*. – Moscow: Prosveshchenie, 2005. C.8

Additionally, authentic texts selected for reading should expand students' knowledge, contribute to their personal and social development, and support their moral and aesthetic education.

Overall, the practical aim of English language instruction is to use the language as a primary tool for education, character development, and personal growth. By the end of their studies, senior students should be able to understand spoken and written texts in English and express their own thoughts fluently in the language. Therefore, the English teaching process must be directed toward fully achieving these goals.

For students in language universities, improving sociolinguistic competence in English is built upon four recognized, interrelated principles that form a unified system and ensure achievement of educational objectives: a) Linguistic principles b) Psychological principles c) Didactic principles (general didactic and methodological) d) Methodological principles (subject-specific didactic and instructional)

Linguistic principles refer to the criteria for selecting vocabulary when compiling lexical minimums and instructional dictionaries. These include: the principle of word usability, significance of word formation, polysemy, stylistic neutrality, constructive potential of words, and frequency of usage.

Psychological principles focus on accounting for students' psychological characteristics in the foreign language learning process. These principles aim to cultivate intrinsic motivation, stimulate engagement, and encourage learners' active participation. Didactic principles, grounded in general teaching theory, are essential in organizing any subject's instruction, including foreign languages. They guide the educational process to be effective, goal-oriented, and systematic.

For students in Foreign Language and Literature (English) programs, the development of sociolinguistic competence relies on both general didactic and subject-specific methodological principles. These principles are interpreted differently by various methodologists, often depending on the content, goals of instruction, and the social-cultural relevance of the target language.

For example, to effectively enhance future English teachers' sociolinguistic competence, T.M. Gubina proposed the following didactic principles: scientific grounding, systematic and consistent instruction, conscious learning, activity and independence, visual support, feasibility and accessibility, durability of learning outcomes, integration of educational, moral, and developmental functions, consideration of students' individual characteristics⁴¹.

These principles align with modern linguodidactic approaches, supporting the creation of a learner-centered and context-based instructional model within the education process.

Y.S. Nechayeva proposes relying on the socio-phonetic component when enhancing students' sociolinguistic competence. According to her, this process must be organized on the basis of general didactic principles, which include:

⁴¹ Gubina, N.M. Developing Students' Intercultural Competence in the Process of Teaching Business English in an Elective Special Course: PhD Dissertation. – Moscow, 2004. – 189 pages.

humanism, humanitarization, fundamentality, scientific grounding, systematicity and consistency, feasibility, practical orientation, and dialogicity (openness to communication). These principles help students consciously and effectively acquire a foreign language within a socio-cultural context⁴².

The third chapter of the dissertation, titled “The Methodology of Improving the Sociolinguistic Competence of Future English Language Teachers,” explores the scientific-methodological problem of teaching authentic text reading, the use of modern educational technologies in enhancing sociolinguistic competence, and methodological issues related to improving the sociolinguistic competence of future English language teachers through authentic text reading.

In Uzbekistan, it is increasingly important to develop and implement educational-methodological tasks aimed at improving future English teachers' sociolinguistic competence through reading authentic texts in English.

To create an effective methodology for teaching students how to read, it is essential to understand the cognitive approach to reading. According to R.L. Solso, who conducted research on cognitive processes in reading, reading texts interests educators for two reasons: a) to study the process of reading itself, and b) to assist in the development of cognitive theory by examining the interaction between reading and existing knowledge⁴³.

The motivation behind reading often stems from the need to obtain information from printed material. Mechanisms for extracting, understanding, and retaining information from texts—along with the components that facilitate or hinder these processes—form the core issues of communicative-cognitive methodology. Therefore, it is relevant to consider insights from cognitive psychology of reading.

During reading, a series of perceptual-cognitive stages are consistently coordinated. These include recognizing words in the text, working with vocabulary, understanding meaning, and grasping the author's conclusions. These stages are closely linked to the student's background knowledge—i.e., their understanding of the world—much like contextual information that aids comprehension of the material being read.

According to a model proposed by W. Kintsch, the process of text comprehension involves two primary mechanisms of information processing: Bottom-up, and Top-down processing⁴⁴. These approaches reflect the various levels of mental processing involved in understanding a text. The following explains the essence of the top-down model in particular.

The top-down model is a cognitive process where understanding begins with general conceptual knowledge and moves toward specific linguistic units. Based on this model, text comprehension is shaped by the student's background knowledge, sociolinguistic, and communicative competence. In this approach, the

⁴² Nechayeva, E.S. Methodology for Developing Sociolinguistic Competence in Language Faculty Students of Pedagogical Universities Based on the Socio-Phonetic Component (Using English as Material): PhD Dissertation in Pedagogical Sciences. – Moscow, 2010. – 216 pages.

⁴³ Solso, R.L. Cognitive Psychology. – Moscow: Trivola, 1996. – 589 pages. – p. 478.117

⁴⁴ Comprehension: A Paradigm for Cognition by Walter Kintsch (1998, Hardcover)

student formulates a hypothesis about the general meaning of the text using prior experiences, contextual awareness, and world knowledge. During the reading process, these hypotheses are then tested, confirmed, or rejected based on the content of the text.

In this model, the "higher level" refers to semantic-cognitive and communicative abilities—that is, well-established knowledge related to language use. The "lower level" includes the skills of identifying, recognizing, and analyzing lexical and grammatical units of the language.

Additionally, analysis and synthesis processes are integrated, with the synthetic approach taking precedence. In this approach, the student initially proposes a general hypothesis about the text's content and then, throughout the reading process, performs a deeper analysis based on this hypothesis.

When this model is applied in the educational process, students' background knowledge is activated, which contributes to deeper speech comprehension and the development of content-oriented reading skills. The motivation for reading is communication, and the goal is to obtain information. This functional status of reading in English encourages students to treat it as an independent type of speech activity, thus enhancing its practical significance.

Researchers such as J.J. Jalolov, M.V. Lyakhovitsky, and M.L. Vaisburd have conducted fundamental research in the field of language education on teaching reading. Their studies thoroughly examine the methodological features of teaching reading in English, the role and importance of reading in acquiring information, and offer valuable insights⁴⁵.

In English teaching methodology, reading is taught both as a goal and as a means of instruction, as stated in current curricula. To properly interpret the dual role of reading, it is important to consider its function at specific stages and components of the educational process.

In language universities, reading is taught as part of the process of learning and mastering the language. Through reading texts, students strive to gain knowledge and acquire new and useful information. It is widely understood that obtaining information serves as a driving force for cognitive activity. The result of reading activity is a pathway to knowledge. To successfully comprehend the information in a given text, students must acquire English reading proficiency.

Reading competence consists of a three-stage process: Visual recognition of the speech unit, Actual reading, Understanding the meaning, Mastering all three stages indicates the formation of reading competence.

There are specific features of teaching reading in higher education that deserve special attention in this research:

a) For students in Foreign Language and Literature (English) programs, reading materials are selected from fields such as social life, literature, politics,

⁴⁵ Jalolov, J. J. *Methods of Teaching Foreign Languages: A Textbook for Students of Foreign Language Higher Educational Institutions (Faculties)*. – Tashkent: O'qituvchi, 1996. – 368 pages.; Lyakhovitsky, M. V. *Methodology of Teaching Foreign Languages: A Study Guide*. – Moscow: Vysshaya Shkola, 1981. – 159 pages.; Vaisburd, M.L., Vlokhina, S.A. *Teaching the Comprehension of Foreign Language Texts as a Search-Oriented Activity // Foreign Languages at School*. – 1997. – No. 2. – pp. 84–93.

culture, and academic instruction. b) In this field, the role of reading in English instruction and the program requirements for it become increasingly demanding in higher academic years. In 2nd and 3rd years, the complexity of reading texts increases. c) Reading in English enables students to engage in verbal communication and access information in various fields, improving their overall intellectual level. d) Students stay consistently informed about authentic information related not only to English-speaking countries, but also to Uzbekistan and the global community. e) The selection of reading topics depends on students' general level and the stage of instruction. English reading is approached both as a practical objective and a didactic tool.

Studying this research topic provides important theoretical and practical foundations for enhancing the sociolinguistic preparedness of future English teachers, improving the effectiveness of the educational process, and applying modern technologies in practice.

Effective use of innovative educational technologies requires two interconnected activities: the teacher's role in managing the learning process, shaping students' ability to acquire knowledge, think independently, and communicate, from this perspective, the teacher is not only an applier of advanced theories and technologies but also their developer and promoter, while the future teacher is an active participant and collaborator in this process.

Moreover, democratizing education necessitates searching for new organizational formats and modern technologies. As a result, teachers' attitudes toward pedagogical innovation evolve, and their readiness to accept and implement new approaches becomes crucial.

By its nature, innovative technology involves planning the educational process in advance, step-by-step implementation, and developing a targeted system of methods, techniques, and tools to manage instruction effectively and achieve high results. Throughout this study, innovative pedagogical technologies were grouped into two categories based on their content and purpose: a) Technologies aimed at improving the effectiveness of teaching all subjects, b) Technologies specifically focused on enhancing future English teachers' sociolinguistic competence.

During the research, the "Tramp Plan" technology demonstrated high effectiveness. This technology, developed by U.S. professor Lloyd Trump, is widely used in the American higher education system. In this model, highly qualified lecturers deliver content to large audiences, after which students form small discussion groups, engage in debates, draw conclusions, and evaluate each other's opinions. These groups are formed temporarily, and interactive discussions are conducted to encourage idea exchange.

Additionally, individual work is carried out in specialized language labs. This technology is based on the following didactic principles: scientific grounding, effectiveness, systematic approach, creative thinking, independent reasoning, logical analysis, consideration of students' personal and psychological traits, forecasting learning outcomes, prioritizing the use of interactive methods

The advantages of this technology in improving future English teachers' sociolinguistic competence include: a) The teacher can fully demonstrate their pedagogical potential and achieve high results in a short time b) All students actively participate in class c) Students' independent and creative thinking skills develop d) The learning content is absorbed deeply and meaningfully e) Group work promotes mutual understanding and cooperation based on the principle "all for one, one for all" f) Teachers and students stay informed on global and national news through mass media and press sources g) Interactive teaching methods can be effectively applied in practice

Furthermore, differentiated instruction technology, like programmed instruction, is also designed to consider students' individual and psychological characteristics. According to G.K. Selevko, this technology ensures individualized and effective teaching by grouping students based on their knowledge level, abilities, and general characteristics. Within general didactics, this approach identifies the specialization level of each group in a particular subject and allows teachers to apply appropriate methods accordingly⁴⁶.

This approach is particularly important in training English language teachers, as it takes into account students' language aptitude, professional interest, sociolinguistic competence level, and attitudes toward their future careers.

The study also incorporated the "Accelerated Teaching Technology," which aims to instruct students with diverse knowledge and psychological traits under uniform educational standards. Its main objective is to ensure consistency in learning quality and comprehension levels, providing fast, effective, and equitable knowledge acquisition.

In lessons, a strategy called "Ping-Pong Terminology" was used as an effective tool for mastering new terminology. This method helps students practice using new English terms in various contexts. The teacher distributes envelopes with cards containing new vocabulary. Each student, in turn, reads a term aloud, and the next student explains its meaning and grammatical features. Then the second student reads their own term, and the process repeats—thus creating an engaging and collaborative learning environment.

The "INSERT" method (Interactive Noting System for Effective Reading and Thinking) is an innovative instructional strategy aimed at developing students' analytical thinking, comprehension, and interpretation skills through working with texts. The main objective of this strategy is to ensure deep understanding of texts by organizing the reading process in a natural, logical, and meaningful way. It is especially effective when working with information-rich, authentic texts (e.g., on topics from biology or geography).

In improving future English language teachers' sociolinguistic competence, "Dramahermeneutics" – an educational technology developed by B. Bloom – yields strong results in helping students master vocabulary and expressions. The term "Dramahermeneutics" comes from the Greek words drama (action) and

⁴⁶ G.K. Selevko – A Contemporary Educator. Self-Development of the Individual. D/o "Kulubun".

hermeneutics (interpretation), implying the "art of interpreting texts." Through this method, learners deeply internalize linguistic units.

The main aim of the Dramahermeneutics approach is to enable students to deeply grasp the semantic, structural, and contextual characteristics of new, especially complex, words and phrases by interpreting them practically. This method is particularly effective for explaining terms based on the integration of social and linguistic components.

Effective development of future English language teachers' sociolinguistic competence is directly linked to the rational and purposeful integration of innovative educational technologies into the teaching process. This, in turn, requires reliance on modern linguodidactic principles based on the content and nature of the specialized subjects included in the curriculum.

In implementing innovative educational technologies, special attention must also be paid to the methodological foundations of teaching tools and strategies, the possibilities of using interactive and multi-format teaching modes, as well as the material-technical and ICT infrastructure supporting the educational process.

Today, the methodology of teaching English actively utilizes various innovative and unconventional approaches. These include role-playing, technology-enhanced lessons, rapid-learning strategies, oral communication drills, tongue twisters, etc. In particular, lessons based on modern pedagogical technologies such as case studies, INSERT, clusters, zigzag, brainstorming, and problem-solving greatly enhance student interest in the English language—especially when working with authentic texts.

At the development stage of sociolinguistic competence, mastery involves acquiring the following sociolinguistic knowledge, skills, and abilities: the ability to recognize sociolinguistic variables in communication—such as setting, formality, register, and interlocutors; knowledge of established norms of social and speech interaction in the target community, and more.

For students of Foreign Language and Literature (English), the system of tasks and exercises aimed at improving sociolinguistic competence is developed based on the following criteria: relevance, functionality, informational richness, communicativeness, clarity, motivational potential, variety, situational relevance, interest, educational value, and problem-based learning. All of these criteria are reflected especially in authentic texts.

In our study, we developed an innovative system of exercises based on three stages of working with texts—pre-reading, while-reading, and post-reading. These exercises:

- Are tied to listening and speaking activities based on reading skills;

- Are aimed at assessing students' communicative competence and encouraging them to express their ideas fluently.

Thus, using the "Double entry Journal" technique during the post-reading stage fosters skills in critical analysis, exchanging opinions, expressing one's position, and engaging in dialogue. As a highly effective interactive teaching tool, it can be successfully integrated into language instruction practice.

In our research, the system of listening comprehension exercises is divided into two types: general-purpose and specific-purpose. In general-purpose exercises, listening comprehension is developed incidentally. For example: listening to classroom communication at the beginning of the lesson; listening to the teacher's explanations while clarifying word meanings; listening to peers during student discussions.

We also tested reading comprehension skills through targeted listening exercises, including: listening and repeating words from a list; listening to derived words and translating them; listening to sentences and describing in which situations they would be used; listening to a passage and filling in missing words; listening to two or three short sentences and constructing a longer statement; listening to a passage and providing commentary.

As a result, students develop the following skills through listening comprehension: understanding the topic of the text; identifying participants; summarizing the text; identifying the main idea;

Evaluating the content.

Students may express their thoughts about a text orally, either in monologue or dialogue. In a monologue, students draw on personal experiences and express their views coherently. In a dialogue, participants exchange information, justify their opinions, engage in critical discussion, and aim to persuade their interlocutors.

To test reading comprehension, we used dialogue-based speaking exercises, including: prepared dialogue tasks: answering questions; asking various types of questions; creating dialogues on a topic; turning a monologue into a dialogue.

Unprepared dialogue tasks: providing reasoned responses; engaging in dialogues with participation from multiple students; conducting Q&A games (quizzes); holding discussions and debates.

Unprepared speaking tasks differ from prepared ones in that they include new information meant to fulfill communication needs, and they involve activities such as information exchange, expressing opinions, evaluation, interpretation, etc.

Among speech activities, "debate" is an especially effective method. It is characterized by exchanging ideas on a specific issue in a discussion format. This method involves: a) Encouraging students to think deeply about questions and understand their essence; b) Teaching students to differentiate between facts and conclusions; c) Developing skills for mutual opinion exchange; d) Training students to confidently defend their viewpoints.

We tested the comprehension of authentic texts found in journals, newspapers, and online resources appropriate for the Foreign Language and Literature (English) major using various modern pedagogical technologies.

Based on the above analysis and reflections, the methodology for improving future English teachers' sociolinguistic competence through reading authentic texts was developed accordingly.

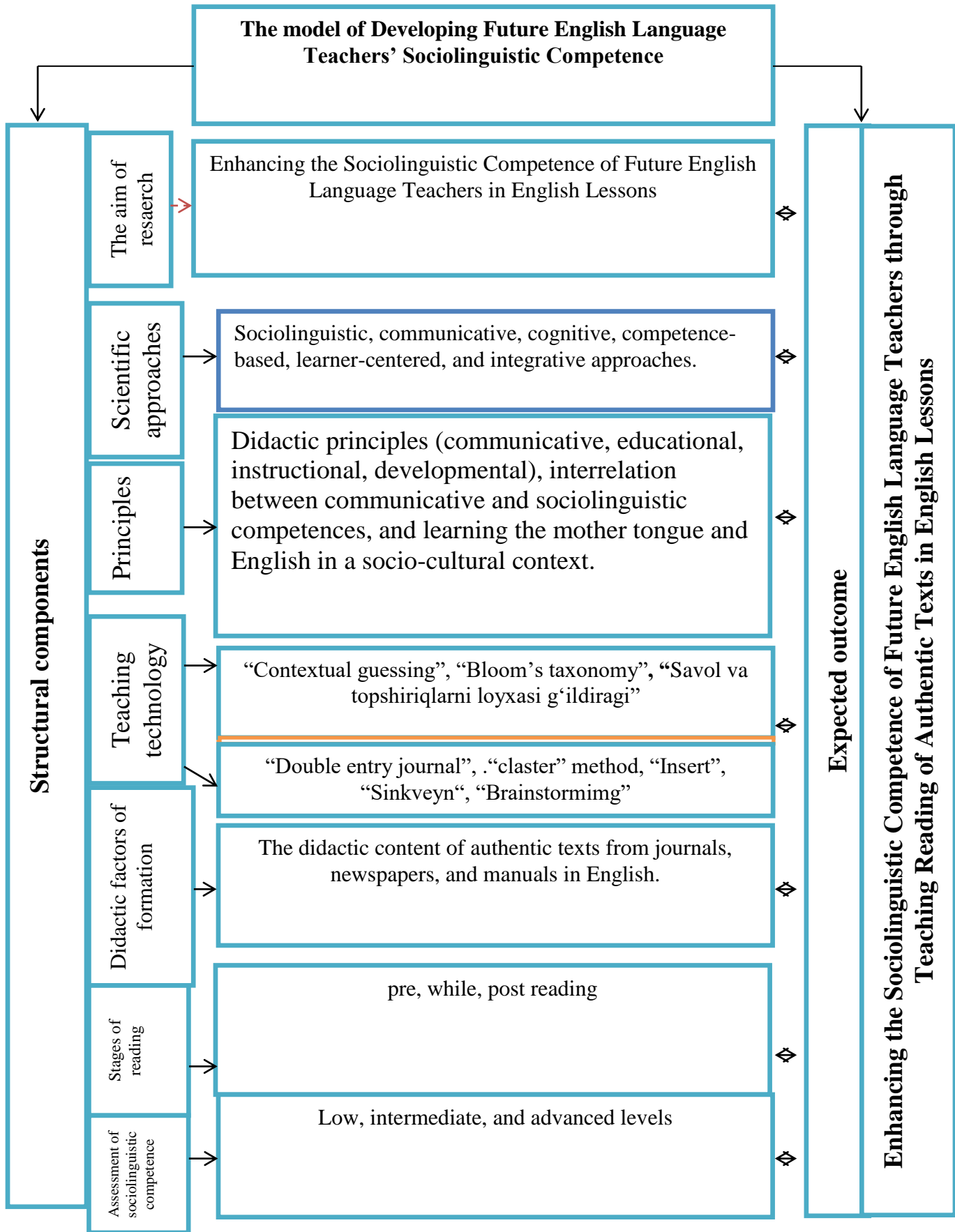


Figure 1. The model of Enhancing the Sociolinguistic Competence of Future English Language Teachers

In the fourth chapter of the research, titled "Experimental Trials and the Effectiveness of Enhancing the Sociolinguistic Competence of Future English Language Teachers," issues such as the organization of experimental work aimed at improving the sociolinguistic competence of future English language teachers studying in the field of Foreign Language and Literature (English), the effectiveness level, its mathematical and statistical analysis, as well as the assessment system for evaluating the improved level of their sociolinguistic competence, are addressed.

The purpose of the experimental work was defined as evaluating the effectiveness of improving the sociolinguistic competence of students in the Foreign Language and Literature (English) program through reading authentic English texts.

The experimental sites included: Namangan State Institute of Foreign Languages, Fergana State University, Samarkand State Institute of Foreign Languages, Andijan State Pedagogical Institute, Termez State Pedagogical Institute, Namangan State Pedagogical Institute. A total of 720 students from the Foreign Language and Literature (English) programs participated.

Control groups were selected as the first groups (Group 1) from each institution (360 students), and experimental groups were selected as the second groups (Group 2) (360 students).

During the experimental process, no changes were made to the educational structure of the higher education institutions; the academic year continued as initially planned. The experimental research on enhancing students' sociolinguistic competence through reading authentic English texts was conducted in three stages: Diagnostic (pre-assessment) experimental phase, Formative (intervention) experimental phase, Summative (post-assessment) experimental phase.

Table 1. Criteria for Determining the Level of Sociolinguistic Competence Development in Future English Language Teachers

No.	Criterion	Criterion Description
1	Awareness of sociolinguistic norms	Ability to recognize and correctly use appropriate forms of communication based on context, status, and situation
2	Knowledge of cultural and societal conventions	Understanding national traditions, values, customs, and their application in intercultural settings
3	Use of appropriate language registers	Skill in choosing formal, informal, or neutral registers based on the communicative context
4	Interpretation of communicative intentions	Correct interpretation of the speaker's intentions, tone, and underlying messages
5	Application of authentic language in social contexts	Use of idioms, slang, colloquialisms, and culturally-bound expressions in appropriate situations
6	Flexibility in intercultural communication	Ability to adapt communication strategies when interacting with speakers from different cultural backgrounds
7	Integration of sociolinguistic competence in oral and written discourse	Application of sociolinguistic knowledge in both spoken and written communication scenarios

According to the criteria, the level of development of sociolinguistic competence among the students in the experimental and control groups involved in the trial was assessed as low, intermediate, and advanced levels.

We present a general table of the pre-experiment (Pre-E) and post-experiment (Post-E) data. (See Table 2.)

Table 2. General Table of Pre-Experiment (Pre-E) and Post-Experiment (Post-E) Data on the Development of Sociolinguistic Competence of Future English Language Teachers

№	Object of the research	Experimental group (360 student)						Control group (360 student)					
		advanced		intermediate		low		advanced		intermediate		low	
		TA	TK	TA	TK	TA	TK	TA	TK	TA	TK	TA	TK
1	Number of 2nd-year students	21	73	113	82	46	27	18	22	109	112	53	46
2	Number of 3rd-year students	23	75	114	80	43	23	23	21	114	115	43	44
Total		44	148	227	162	89	50	41	43	223	227	96	90

The results in the table were analyzed and the experimental and control groups were compared (see Table 3).

Table 3. Comparative Table of Data on the Development Level of Sociolinguistic Competence of Prospective English Language Teachers in Experimental and Control Groups.

Experimental group	Object of the research	advanced	intermediate	low	Total
	2nd-year students	73	80	27	180
	3rd-year students	75	82	23	180
	Total	148	162	50	360
Control group	Object of the research	advanced	intermediate	low	Total
	2nd-year students	22	112	46	180
	3rd-year students	21	115	44	180
	Total	43	227	90	360

According to the analysis of the results of the experimental trial, it was determined that the students in the experimental group involved in the research process demonstrated more effective knowledge, skills, and competencies compared to those in the control group. To objectively evaluate this situation, statistical analysis was carried out, and the conclusions confirmed that the experimental trial was conducted correctly and effectively from scientific, pedagogical, technological, and methodological perspectives.

During the formative trial phase, the **Student's t-test** and **Pearson's correlation method** were selected for statistical analysis. These methods allow for the identification and objective assessment of the indicators observed in both groups.

According to the essence of the mathematical-statistical method, as in the initial phase, the statistical indicators observed in the experimental and control

groups were defined as samples, and variation series were formed based on high, medium, and low levels. (See Figure 2.)

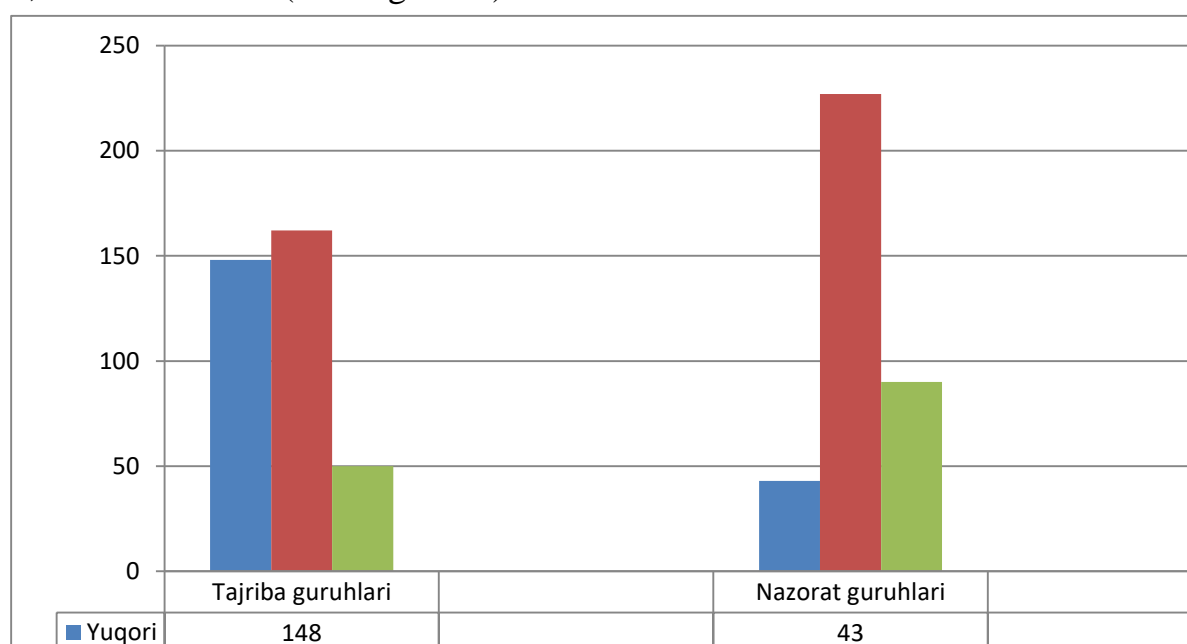


Figure 2. Diagram of the Methodology for Improving the Sociolinguistic Competence of Future English Language Teachers through Reading Authentic Texts

Based on the results above, mathematical and statistical analysis was conducted. For the final stage of the experiment, the mean values, sample variance, variation indicators, Student's t-test, degrees of freedom based on the Student's criterion, Pearson's chi-square test, and confidence intervals were determined (see Table 4).

Table 4. Statistical Indicators of the Experimental Work on Improving the Sociolinguistic Competence of Future English Language Teachers.

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	$X_{n,m}^2$	Δ_x	Δ_y
2,27	1,87	0,4771	0,3531	1,60	1,66	8,00	718	80,01	0,07	0,06

Based on the above results, we calculate the qualitative indicators of the experimental work. As we know, $\bar{x}=2,27$; $\bar{y}=1,87$; $\Delta_x = 0,07$; $\Delta_y = 0,06$ equal. This shows:

$$K_{y\sigma} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,27 - 0,07}{1,87 + 0,06} = \frac{2,20}{1,93} \approx 1,14 > 1;$$

$$K_{\sigma\sigma} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,27 - 0,07) - (1,87 - 0,06) = 2,20 - 1,81 = 0,39 > 0;$$

The results of the mathematical-statistical analysis show that the effectiveness of the teaching methodology aimed at improving the sociolinguistic competence of students in the Foreign Language and Literature (English) program during English lessons is significant—based on the fact that the evaluation criterion for the effectiveness of the methodology is greater than one, and the criterion for the improvement level of sociolinguistic competence is greater than zero.

Thus, the results obtained during the final experimental phase demonstrate that the students of the Foreign Language and Literature (English) program attained an improved level of sociolinguistic competence (13.4). This, in turn, is a clear indication that the intended goal of organizing a scientific-pedagogical experiment was successfully achieved.

CONCLUSIONS

The research on improving the sociolinguistic competence of prospective English language teachers through teaching reading of authentic texts in English lessons has led to the following findings and conclusions:

Improving the sociolinguistic competence of prospective English language teachers through teaching them to read authentic texts in English lessons is an essential methodological measure that provides socially and culturally oriented, useful, and additional information exchange.

The improvement of prospective English teachers' sociolinguistic competence is methodologically based on educational curriculum documents, international CEFR qualification requirements, national legal and regulatory documents related to communicative and competency-based approaches, and scientific-theoretical ideas in pedagogy, psychology, and foreign language teaching from both local and international scholars.

Research findings revealed that the curriculum, textbooks, and materials currently available do not fully meet the requirements for effectively developing sociolinguistic competence among students. Methodological resources, teaching guides, and multimedia content on this topic were found to be insufficient or underdeveloped.

In teaching reading and writing using authentic texts, the application of modern pedagogical and information technologies—such as educational games, strategies, interactive methods, and digital tools—has proven to be a contemporary educational requirement. These methods enhanced students' vocabulary and cultural understanding in authentic texts and fostered independent thinking and collaboration with instructors.

The main direction of applying innovative educational technologies in improving sociolinguistic competence is to work consciously, purposefully, and deeply with texts that possess sociolinguistic character. Focusing on text-based learning is one of the essential didactic foundations of the teaching process.

Assessment criteria were developed to evaluate the level of sociolinguistic competence among prospective English teachers. Experimental research showed that their sociolinguistic competence corresponded to level C1 of the CEFR scale.

In higher education, continuously improving sociolinguistic competence through aligning English language teaching standards, modular curricula, and integrating national and international best practices is key. Emphasis on teaching reading with authentic materials is critical for meeting modern educational demands.

The methodology we developed for improving sociolinguistic competence can be effectively applied in practical English teaching and has been proven effective. Its efficiency was verified through various research methods and

supported by mathematical-statistical analysis. The results confirmed the correctness of the scientific hypothesis presented in the study.

RECOMMENDATIONS

In English lessons, teaching reading through authentic texts containing cultural, artistic, and traditional information from English-speaking countries, and using creative and problem-solving methods such as sociocultural information delivery, has been scientifically confirmed as a key to providing modern English education.

Integrating the content of relevant academic subjects with English language instruction—based on the characteristics and capacities of those subjects—has been shown (from the author’s methodological perspective) to be a requirement for the effective organization of English language teaching.

Creating up-to-date textbooks and teaching materials for higher education is a pressing need. Special attention should be given to the selection and construction of authentic texts for English language textbooks used by future English teachers. Aligning the objectives of English language teaching with modern requirements yields positive outcomes and ensures that communicative and competency-based approaches are effectively met in today’s curriculum.

In the training of prospective English language teachers, it is recommended to incorporate authentic materials reflecting the target culture and society into academic modules, subject syllabi, and methodological guides. It is also important to establish distance learning courses with native speakers and develop a solid scientific-methodological foundation for such programs.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ (DSc) ПО ПРИСУЖДЕНИЮ УЧЕНЫХ
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ГОСУДАРСТВЕННОМ ИНСТИТУТЕ ИНОСТРАННЫХ ЯЗЫКОВ
ИМЕНИ ИСХАКХАНА ИБРАТА**

**НАМАНГАНСКОМ ГОСУДАРСТВЕННОМ ИНСТИТУТЕ
ИНОСТРАННЫХ ЯЗЫКОВ ИМЕНИ ИСХАКХАНА ИБРАТА**

ЭРМИРЗАЕВ АББОС ВАХОБЖОНОВИЧ

**ТЕОРИЯ И ПРАКТИКА СОВЕРШЕНСТВОВАНИЯ
СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ БУДУЩИХ
ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ АУТЕНТИЧНЫХ
МАТЕРИАЛОВ**

13.00.02 – Теория и методика образования и воспитания (английский язык)

**АВТОРЕФЕРАТ |
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ВВЕДЕНИЕ (аннотация докторской (DSc) диссертации)

Цель исследования заключается в разработке методологических предложений и рекомендаций по технологии совершенствования социолингвистической компетенции будущих учителей английского языка посредством обучения чтению аутентичных текстов.

Объектом исследования выбраны процессы совершенствования социолингвистической компетенции будущих учителей английского языка посредством чтения аутентичных текстов.

Научная новизна исследования заключается в следующем:

Научно-методически обосновано содержание понятий «компетенция», «коммуникативная компетенция», «социолингвистическая компетенция» в контексте лингвистики, лингвострановедения и лингводидактики; на основе принципа сопоставления культурных, социолингвистических и речевых норм узбекского языка и изучаемого иностранного языка усовершенствованы методические требования к отбору и составлению аутентичных текстов, такие как содержательная уместность (content appropriateness), соответствие языку реального контекста (authenticity of language use), адекватность языковому уровню (language level adequacy), объем и структурная простота (length and structure suitability);

Разработан комплекс упражнений и заданий на английском языке, направленных на совершенствование социолингвистической компетенции будущих учителей английского языка посредством обучения чтению аутентичных текстов, с использованием аккумулятивной, идентифицирующей, коммуникативной, аппелятивной и когнитивной функций языка;

Совершенствована методика обучения чтению аутентичных текстов (таких как расшифровки подкастов, записи блогов, газетные и журнальные статьи), обладающих характеристиками естественности (naturalness), контекстуальности (contextuality), сложности (complexity) и полезности (usefulness), на основе инновационных технологий WebQuest, Podcast-based Learning, Collaborative Reading;

Определена типология лексических, грамматических и фонетических трудностей и типичных ошибок, возникающих в процессе совершенствования социолингвистической компетенции будущих учителей английского языка с учетом социолингвистических характеристик языкового материала, межкультурных различий и степени контекстуальной уместности на основе дифференцированного подхода;

Разработаны индикаторы уровня сформированности социолингвистической компетенции будущих учителей английского языка на основе государственной образовательной стандартизации и общеевропейских требований (CEFR), а также интегративной модели социолингвистической компетенции, охватывающей когнитивный (знания), операциональный (практические навыки) и аффективный (личностно-эмоциональный) компоненты.

Внедрение результатов исследования:

на основе разработанных методических и практических предложений по совершенствованию содержания и сути формирования социолингвистической компетенции будущих учителей английского языка через обучение чтению аутентичных текстов на уроках чтения, в учебное пособие «Практика языковых аспектов» были включены рекомендации, основанные на научно-методическом обосновании понятий «компетенция», «коммуникативная компетенция», «социолингвистическая компетенция» в областях лингвистики, лингвокультурологии и лингводидактики.

в методических требованиях к отбору аутентичных текстов учитывались такие критерии, как содержательная уместность (content appropriateness), соответствие реальному языковому контексту (authenticity of language use), адекватность языковому уровню (language level adequacy), а также объем и структурная простота (length and structure suitability). Все рекомендации основывались на принципе сопоставления культурных, социолингвистических и речевых норм узбекского языка и изучаемого иностранного языка. (Разрешение на публикацию выдано на основании приказа Министра высшего образования, науки и инноваций №491 от 6 ноября 2023 года, регистрационный номер публикации №491616). В результате будущие учителя английского языка достигли уровня социолингвистической компетенции C1.

комплекс заданий и упражнений на английском языке, направленных на совершенствование социолингвистической компетенции будущих учителей английского языка через обучение чтению аутентичных текстов, был разработан с использованием аккумулятивной (accumulative), идентификационной (identificatory), коммуникативной (communicative), аппелятивной (appellative) и когнитивной (cognitive) функций языка. Эти предложения были использованы при разработке учебных планов и программ по направлению «Иностранный язык и литература (английский язык)» (справка №22-18/1120-01/01 от 25 июня 2025 года, выданная Наманганским государственным педагогическим институтом). В результате была обеспечена эффективность совершенствования социолингвистической компетенции будущих учителей английского языка на уроках чтения.

предложения и рекомендации по совершенствованию социолингвистической компетенции будущих учителей английского языка через обучение чтению аутентичных текстов, обладающих такими характеристиками, как естественность (naturalness), контекстуальность (contextuality), сложность (complexity), полезность (usefulness) — таких как стенограммы подкастов, блоги, газетные и журнальные статьи — были использованы при реализации задач, определённых в рамках проекта “ERASMUS+ Capacity Building Project 101129076 EMPOWER: Women Entrepreneurship, Empowerment, Employability and Self-confidence” в 2023–2024 годах. (Справка №1641-03 от 14 июля 2025 года Наманганского государственного института иностранных языков). В результате были усовершенствованы методы проверки устной речи студентов по пониманию

аутентичных текстов, что способствовало развитию их социолингвистической компетенции.

практические предложения по выявлению лексических, грамматических и фонетических трудностей, а также типичных ошибок, возникающих в процессе совершенствования социолингвистической компетенции будущих учителей английского языка с учетом социолингвистических особенностей языкового материала, межкультурных различий и контекстуальной уместности, были использованы при разработке учебных планов и программ по направлению «Иностранный язык и литература (английский язык)». (Справка №1637-03 от 14 июля 2025 года Наманганского государственного института иностранных языков). В результате были усовершенствованы упражнения по устранению лексических, грамматических и фонетических трудностей в процессе совершенствования социолингвистической компетенции студентов на уроках чтения.

Индикаторы уровня развития социолингвистической компетенции будущих учителей английского языка были разработаны на основе государственных образовательных стандартов и общеевропейских требований (CEFR), а также интегративной модели социолингвистической компетенции, охватывающей когнитивный (знания), операциональный (практические навыки) и аффективный (личностно-эмоциональный) компоненты. Данные рекомендации были использованы в выпусках программ «Bolalar va biz» («Дети и мы») и «Ta'lim va taraqqiyot» («Образование и развитие») телеканала «O'zbekiston», подготовленных творческим объединением «O'zbekiston-24» Национальной телерадиокомпании Узбекистана в январе и мае 2025 года в рубрике, посвященной высшему образованию. (Справка №05-09-1089 от 7 июля 2025 года государственного учреждения «Творческое объединение O'zbekiston 24» Национальной телерадиокомпании Узбекистана). В результате это способствовало популяризации методики совершенствования социолингвистической компетенции студентов на английском языке.

Структура и объем диссертации. Диссертация состоит из введения, четырёх глав, заключения, списка использованной литературы и приложений. Общий объем диссертации составляет 213 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
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2025-yil 8-oktyabrda tahrirdan o‘tkazilgan

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