DEVELOPING SOCIOLINGUISTIC COMPETENCE THROUGH TEACHING READING

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Annotation
The purpose of this article is to develop an effective, theoretically grounded and empirically tested methodology for the formation of sociolinguistic competence in the process of mastering reading when teaching English to students of language faculties of universities.

Keywords: intercultural communication, modern society, communicative competence, linguistic, sociolinguistic, sociocultural, discursive competence, cultural characteristics of communication.

Introduction
At the present stage of development of society, the main task of the policy in the field of language education both in our country and abroad is to establish mutual understanding in the process of contacts between representatives of different cultures. The integration processes taking place in the world in recent decades, the new political and socio-economic situation, and the rapid growth of international relations in various fields of economics, science, culture determine the need of society for specialists who are able to carry out successful intercultural communication in more than one foreign language.

According to the state standard of higher professional education, the requirements for the level of training of a graduate include the following provisions. The specialist must:
- Be fluent in the language of instruction;
- Speak a foreign language - FL is fluent;
- Possess knowledge of the system and structure of a foreign language, the possibilities of their implementation; about the sociological, historical and typological characteristics of a foreign language in comparison with Uzbek and Russian; the main stages of the development of a foreign language; on the role of foreign languages in modern society;

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- Possess knowledge of the linguistic structure as whole and individual linguistic levels: phonetic system, grammatical system, vocabulary, stylistic features;

- Possess knowledge of the literary form of the language and the dialectal diversity of the language, its variants;

- have an idea of modern trends in the science of language;

- Demonstrate a certain level of bilingual communicative competence, including linguistic, sociolinguistic, sociocultural, discursive in accordance with the European scale of requirements for all types of speech activity (speaking, listening, reading and writing);

- Know the language of realities associated with the most important historical events, cultural and historical associations, with the peculiarities of social and political life, state structure, economy, traditions and customs of the countries of the target language and be able to convey this information to students;

- To possess the appropriate knowledge and methods in the specialty - FL in accordance with the requirements of the State Standard for this specialty.

In modern theory and practice of teaching foreign languages, the fundamental goal is to acquire by students the communicative competence necessary for intercultural communication. Since its inception, a number of scientists (Garfinkel X., Labov U., Sachs X., Hymes D., Chikurel A., Zvegintsev V.A., Fedorova L.L., etc) has considered the phenomenon of communicative competence as a multi-component. However, many linguists identified only two components of communicative competence - linguistic and sociolinguistic, assigning a decisive role to the latter. Sociolinguistic competence, reflecting the socio-cultural parameters of verbal communication, is explicitly distinguished by most modern researchers (Kanale M., Swain M; Bachman L.; Sheils D.; Ek J.A. van etc.) and is present in all variants of the component composition of the communicative competence in the materials of the Council of Europe.

An analysis of the latest researches on the formation of the components of communicative competence shows that the list of sub competencies, reflecting the national and cultural characteristics of communication, has significantly increased since then.

Sociolinguistic competence was the goal of the research only in the dissertation of Y.A. Tits (2002). In his work, the author reveals the essence of sociolinguistic competence (as a particular one) based on the general concept of communicative

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competence (as a general one) and clarifies its component composition. Determines the features of the content of oral foreign language communication and creates an empirically tested two-stage method of teaching oral foreign language communication, focused on the acquisition of sociolinguistic competence by students of non-linguistic universities on the material of texts reflecting the peculiarities of the national culture. Since sociolinguistic competence is a complex multifaceted phenomenon, the process of forming the foundations of this competence lies in the interrelated systematic formation of its components. One of the most important components of sociolinguistic competence is speech etiquette. Speech etiquette is traditionally understood as "socially given, nationally specific and regulating rules of speech behavior in situations of establishing, maintaining and opening contact between communicants in accordance with their status-role and personal relationships in an official and unofficial environment of communication" [1].

The above indicates that so far no attempt has been made to theoretically substantiate and create a methodology for the formation of sociolinguistic competence in the process of mastering the formulas of speech etiquette as one of the main components of this competence. The absence of such a methodology negatively affects the practice of teaching foreign languages at a language university and prevents the acquisition of communicative competence.

Thus, the above list of scientific works allows us to conclude that the problem of the qualitative formation of sociolinguistic competence as one of the components of communicative competence in teaching English based on the existing level of formation of this competence in English is not finally solved, and this, in turn, is an obstacle to achieving a high level of communicative competence in general among students of language universities.

The methodology for the formation of sociolinguistic competence in English assumes a high initial level of formation of this competence in a foreign language of instruction - English, therefore it is focused on students studying English. An important link in this process is also the personal characteristics of students.

At present, the policy of the state in the field of education is that modern society requires educational institutions to form an integral personality through the disclosure of individual abilities and talents of a person and the formation on this basis of a professionally and socially competent, mobile personality capable of making professional and social choices and carrying responsibility for it.

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The formation of sociolinguistic competence through mastering the reading occurs mainly in the process of communication that is realizing in speech what is read; therefore, it is important to develop such properties and skills of the individual as:

-Communication;

- The ability to contact and cooperate;

- The ability to act as an active subject of social activity;

- The ability to independently think critically and make independent decisions;

- The ability to competently work with information;

- The ability to identify and solve problems;

- The ability to adapt to changing life situations, while maintaining social stability;

- The ability for self-development and self-education;

- Availability of research and creative skills;

- Benevolence;

- Good breeding;

- The ability to find compromise solutions;

- Patience and restraint in case of "communicative failure [2].

The fact that students must appeal to three linguistic pictures of the world when mastering the formulas of speech etiquette in English based on English, taking into account their native language, suggests that the development of these qualities is very important in the process of forming the foundations of sociolinguistic competence.

It is also necessary to pay attention to the development of the cognitive abilities of students, to encourage their interest in studying the culture of the countries of the studied languages, in various aspects of their life, traditions, and the history of nations. Students should know by whom and how political, economic, racial, ethnic and religious problems are solved; must be familiar with nationally-marked vocabulary, common customs, folklore, peculiarities of national humor, typical properties of a national character. In addition, students should be encouraged to think about the methods, principles and techniques of learning foreign languages, about independent work on the study of other linguistic societies. In the process of forming sociolinguistic competence, it is necessary to explain to students that it is important not only the entire cycle of mastering the formulas of speech etiquette in English based on English as a whole, but also its individual stages aimed at developing the necessary skills, acquiring new knowledge, etc.

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To understand foreign linguistic cultures, students must be ready to try to adopt a different outlook on life, overcome cultural stereotypes, show empathy, realizing the difference between their own picture of the world and the pictures of the world of foreigners. It is necessary to develop the need for students to compare and analyze the linguocultural phenomena of their native language and the studied foreign languages, which is especially important in the context of modern education policy focused on multiculturalism and multilingualism. In addition, students are in the process of simultaneously studying two foreign languages; at the same time, related language systems and related Western European cultures are in contact. The search for points of contact between cultures will contribute to replenishing the stock of knowledge and skills of students, their personal thesaurus, which will facilitate the process of forming sociolinguistic competence.

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