SOCIOLINGUISTIC APPROACH TO FOREIGN LANGUAGE TEACHING

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Abstract

The article deals with the sociolinguistic approach to foreign language teaching. At present, no one doubts that language as a means of communication arises and develops only in society. Therefore, language is a social phenomenon. Therefore, from the very beginning of the emergence of the science of language, linguists were interested in the problem of the relationship between language and society. In any society, language acts as a means of accumulating, storing and transmitting knowledge acquired by this society. Therefore, society and the social, economic and cultural changes taking place in it cannot but affect the various levels of the language. Equally, language has a significant impact on society. The literary processed form of any language, the stabilization of the norms of its use have a significant impact on the sphere of everyday communication, contributes to an increase in the cultural level of the speakers of this language, and leads to the gradual erasure of dialect differences. New words and phrases appearing in the language, new meanings of words expressing new concepts that have arisen in society, in turn, help people to become more aware of the world around them, to more accurately convey their thoughts.

Therefore, the problems of the relationship between language and society attracted attention and aroused interest among linguists from different countries and linguistic directions. But the degree of this interest and attention in different periods of time was different.

Social linguistics currently has such specific features that it is impossible to talk about a common understanding of the tasks of sociolinguistics, a single conceptual apparatus, goals and research methods. The researchers note that sociolinguistics is currently more of a set of problems and their solutions than a well-established discipline with its own subject of study and a well-developed methodology.

Keywords: Sociolinguistic approach, means of communication, social linguistics, linguistic directions, everyday communication.

INTRODUCTION

At the present stage, a distinctive feature of the development of the social situation in Uzbekistan is the expansion of ties with other countries in various fields. In turn, the processes of integration and problems of academic mobility of students, as well as social transformations in the country, make changes in the development of education, creating a new context in science and human activity in general. Thus, the education system faces new challenges, which in turn involve the formation of intercultural competence of students, according to which sociolinguistic competence plays a significant role.

It is well known that knowledge of a foreign language is one of the most important components of a modern competitive specialist. In this regard, the knowledge of at least one foreign language as a second means of communication is a priority in the system of higher professional education. Thus, a foreign language is not only a mandatory component of the training of a future specialist, but also a factor in the general cultural development of an individual. Culture, in turn, implies the thoughts and actions of society, respectively, the mentality and behavior of the society speaking it are reflected in the language. Culture is expressed and formed through communication, which equally develops society and ensures mutual understanding between its participants.

Thus, in order to fully use the language of a particular language community, it is important to master the sociolinguistic rules of speech communication that characterize this society, that is, to fully comprehend the impact of social factors on the speech behavior of communication participants. Mastery of the native language, as a rule, involves the acquisition of various kinds of knowledge unconsciously, which favors the use of the native language properly. Such knowledge can be called the sociolinguistic competence of the communicant. As a result, teaching a foreign language must be considered taking into account the sociolinguistic aspect of communication.

It follows from the foregoing that the formation of communicative competence seems to be a paramount task in teaching foreign languages at the present stage of development of the education system. In general, communicative competence involves the development of intercultural interaction skills.

Within the framework of the concept of communicative competence, the sociolinguistic aspect is one of the important components of the concepts.

"Sociolinguistic competence is the ability to make a choice of language forms, use them and transform them in accordance with the context." [1]

Thus, the development of sociolinguistic competence in the process of teaching foreign languages must be taken into account during the entire learning process. At this stage in the development of society, as mentioned earlier, knowledge of foreign languages is considered not only a criterion for the overall development of specialists, but also gives real chances of getting a prestigious job. In turn, in the context of higher professional education, knowledge of foreign languages is understood as everyday communication with carriers of another culture. Thus, the primary task in preparing a future specialist can be defined as the development of an educated person who has in his arsenal basic knowledge, skills and abilities not only in a narrow specialization, but also in a wide area in which a foreign language is studied without reference to the chosen specialty.

MATERIALS AND METHODS

Based on the principles of sociocultural competence, the most important component of which is the sociolinguistic aspect, as a priority, one can designate knowledge about the sociocultural characteristics of a particular country, as well as the need to improve the construction of speech and non-speech models of communication, taking into account the specifics of profile-oriented communication conditions. In the context of this competence, students need to develop the ability to correctly understand and interpret linguistic and cultural facts, relying on the prevailing valuation attitudes. Based on this, students need to functionally master the studied language in accordance with the chosen profile, as well as be able to model speech and non-speech

situations that correspond to the status of a communication partner.

Along with this, it can be argued that the mere possession of basic knowledge, consisting only of a set of lexical and grammatical structures of a foreign language, is not enough to become a full member of intercultural communication. Proficiency in a foreign language also provides for the ability to identify and adequately use these constructions in the process of communication. For the most part, this can be attributed to the fact that different peoples have diverse linguistic pictures of the world. All this can be clearly traced in the principles of categorization of reality, in the choice of appropriate lexico-grammatical structures.

It follows from this that the productivity of verbal communication should be inextricably linked with the ability to understand a "different" mentality, as well as have ideas about nationally marked types of communication, verbal and behavioral clichés, in addition, it is necessary to develop knowledge, skills and abilities to compare language means with certain circumstances. and rules of speech behavior peculiar to native speakers. Mastering the art of effective speech communication requires a lot of effort and diverse knowledge.

In the context of the sociolinguistic aspect, some changes also affect teaching. The highest development of communicative competence can be designated as the main, promising, but at the same time rather difficult task. As part of the development of sociolinguistic competence of students, the teacher needs to take a new approach to the selection of speech and language material, master new teaching methods. It is important to note that in the context of this aspect, one should first of all pay attention to the use cases without equivalent vocabulary, consider the possibilities of using lexical and phraseological compatibility, and also focus on a variety of sociolinguistic connotations, which in turn have a close relationship with culture, customs, traditions of the country of the studied language.

Analyzing research in the field of intercultural communication, we can conclude that the lack of sociolinguistic competence is observed to the greatest extent in communicative situations

of speech etiquette. For the most part, this can be explained by the fact that the order of speech etiquette is inextricably linked with the laws of the situational use of language units that have developed in each individual linguistic culture.

It follows from this that students need some guidance in the selection of the most appropriate language units of speech ethics required when communicating with foreign-speaking partners. Thus, it is logical and methodologically expedient that students need to master this already in the early stages of learning.

Social and socio-historical factors have a direct influence on the progression of speech formulas. In particular, this can be traced in the speech situations "address".

As an example, "the treatment of Ms by analogy with Mr [Mr] does not discriminate against a woman, since it defines her as married (Mrs [Mrs] or unmarried (Miss [Miss])" [2, 278-279]

Thus, teaching foreign languages becomes most effective when the methodology of their teaching and educational literature is based not only on their own linguistic rules, but also takes into account social conditions that determine the specifics of the choice of language units and grammatical structures of successful communication. As a result, there is a need to reorient teaching foreign languages. Students need to study the national and cultural specifics of the practical functioning of the language and the interpretation of its features through culture, take into account the uniqueness of socio-cultural relations, linguistic consciousness, and cultural values.

Based on the principles of sociocultural competence, covering the sociolinguistic synopsis, students are encouraged to acquire knowledge about the sociocultural characteristics of the country of the languages being studied, as well as improve the skills of building verbal and non-verbal behavior according to the specifics, taking into account the profile-oriented situations of communication, adequately interpret the linguacultural reality, relying on established valuation orientation.

Consequently, sociolinguistic competence is the ability of a linguistic personality to build

their speech behavior identical to the specifics of communication, taking into account the purpose, intentions and social statuses of communication, and also taking into account the role of communication participants in accordance with the sociolinguistic norm and trends of a certain national-cultural community.

At the present stage, the thesis of the social conditionality of language in linguistics has the status of a generally accepted one, thus constituting in some way the axiomatics of modern linguistics.

The connection between language and society is more expressed in the influence of society on the language, in turn, the conditionality of the "vision of the world" by the specifics of the language is more problematic due to the fact that the speed of language evolution lags behind the speed of social change.

In turn, linguists are showing increasing interest in the problems of "language-society" and "society-language". In addition, there is a tendency on the part of sociolinguists to more intensive mastering of linguistic phenomena, their detailed analysis in the context of linguistic and social nature.

From which we can conclude that in the context of the development of communicative competence among students, the sociolinguistic aspect plays an important role. Thus, sociolinguistic competence should be singled out as an independent component as a learning goal.

RESULTS AND DISCUSSION

Sociolinguistics is an interdisciplinary direction in linguistics that studies the causal relationships between language and society and develops at the intersection of linguistics, sociology, social psychology and ethnography. The subject area of socio-linguistics includes questions:

• sociological - language policy in a multinational state, the status of the state language, censorship in the media, etc.;

• functional and stylistic - the distribution of speech variants in the communication system depending on the sphere of communication, the social status of the communicants, the situation and the channel of communication.

In the sociolinguistic approach to linguistic facts and to the problem of the linguistic norm, the proposition on the social differentiation of language is decisive. It is due to the reflection in the language of the social differentiation of society and the influence on the speech behavior of the individual of such social factors as social position (status), worldview, age, education, occupation, place of residence, gender, communication channel, environment, theme, form, the purpose, nature of communication - official, unofficial.

The origins of sociolinguistics are in the writings of ancient thinkers (Aristotle), in the works of W. Humboldt, A. Meie, J. Vandries, C. Bally. In Russian linguistics, these are the works of M.V. Lomonosov, F.I. Buslaeva, I.I. Sreznevsky. A.A. Potebni, I.A. Baudouin de Courtenay, E.D. Polivanova, A.M. Selishcheva, V.V. Vinogradova, L.V. Shcherby, B.A. Larina, I.A. Baudouin de Courtenay at the end of the 19th century wrote: "Since language is possible only in human society, then, in addition to the mental side, we must always note the social side in it. The scientist believed that languages should be distinguished not only in geographical and chronological terms, but also from the point of view of "social layers": languages of different ages, genders, estates, classes of society.

The long oblivion of sociolinguistics was caused by socio-political reasons that formed the "newspeak" (J. Orwell) and established a monopoly in thinking and in the speech norm. "Kantselyarit" (K. Chukovsky) became the main speech style of the Russian language in the 30-70s of the XX century. This circumstance is most directly related to the teaching of Russian as a foreign language. "... The methods of teaching a foreign language, its methodology, depend to one degree or another on the state and structure of society at a given time ... We are talking, of course, ... about the principles of this learning and about its systems as a whole, within which and all sorts of "methods" or "methods" arise."

Studies of the content and composition of teaching aids in a foreign language published in the 70s and 80s of the XX century. show how the educational text and the strategy of

pedagogical communication are dependent on the socio-political conditions in the country of the language being studied. Comparison of textbooks of Russian as a foreign language with textbooks of English and language as a foreign language, German as a foreign language, etc. confirms this observation. The political situation in Russia that changed in the 1990s led to the openness of society and created the prerequisites for enriching the methods of teaching the Russian language as a foreign achievement of methodologists from Western Europe and the USA.

In accordance with the nature of language as a means of communication (communicative function) and the content of the concept of language competence, language proficiency, sociolinguistic knowledge is considered one of the basic components of the methodological theory of teaching a foreign language. Language competence includes communicative competence, since natural communication is always built taking into account the structure of the language of communication and a complex of extralinguistic factors.

Communication, including such a form as educational communication, is closely interconnected with the process of human socialization. Under the conditions of pedagogically organized communication in the classroom in Russian as a foreign language, acquaintance with the socio-cultural characteristics of the countries of the language being studied takes place, secondary socialization of foreign students is carried out, moreover, in the process of valuable study of the socio-cultural experience of the peoples of the countries of the native and studied foreign language is the formation of personality at the turn of cultures, which is characterized by a complex interaction of universal, national and social-class in the bicultural mechanism of value perception of the world.

In the methodology of teaching foreign languages, including Russian as a foreign language, there have been trends towards strengthening the sociolinguistic orientation in teaching.

The list of generalized thematic complexes used in free conversation, which is compiled on the basis of sociolinguistic research, includes:

1. actions, deeds, statements of people (peers) that are familiar (little known) to the interlocutors;

2. exchange of impressions about a book read, a video film watched, a visit to a museum, a trip, etc.;

3. relations with family members (relatives);

4. relationships with peers, joint activities with them;

5. school life;

6. hobbies;

7. money, purchases, clothes;

8. home (staying at home, household chores, household items);

9. news (received from acquaintances, from the mass media);

10) associative reminiscences (of various kinds of events, experiences, actions of one's own and other persons).

The components of the communicative situation in relation to the dialogue between foreign interlocutors belonging to different national cultures reveal some additional characteristics. Yes, the recipient and the sender of information have different sets of psychological and social characteristics. With all the variety of topics used in communication, there are topics that are specific to intercultural dialogue - evaluating a foreigner's speech, finding out where, when he studied the language, etc. Communication channels also have their own specifics, for example, the rules for sending and formatting letters in different countries.

The interfering influence of the native language on the language of communication is also characteristic of intercultural dialogue. A certain imprint is imposed by the social characteristics of the participants in communication, such as age, profession, gender, etc., since representatives of different linguocultural communities have different background knowledge. The specifics of their manifestation in intercultural dialogue are the individual "signs" of the speaker: the situation, the motive of the speech action, the goals and functions of communication.

In the methodology of teaching foreign languages, more and more attention is paid to modeling situations not only in everyday life, but also in socially significant communication. At the same time, the topics of educational foreign language communication include such issues as the problems of war and peace, the prospects for the development of human civilization, interethnic relations in society, political and civil human rights in society, family and society, personality and society, environmental problems of our time.

In foreign and domestic educational literature, the sociologization of the foreign language practice of students is increasingly being implemented. This is manifested in the fact that foreign language textbooks include sociological topics: the sociology of personality, culture, youth, cities and villages, social psychology, etc. Often, reading materials, audiovisual courses are based on the results of sociological research or their reinterpretability in the mass media. information.

In inclusive learning environments, such as English in the UK, "combining

communicative activity of students with cognitive research on the study of the socio-cultural portrait of native speakers, while students actually master the techniques of applied sociology and cultural anthropology.

An analysis of educational and methodological literature, as well as observation of the educational process, shows that in the practice of teaching Russian as a foreign language, the role interaction of foreign students in the classroom is used to a limited extent. Thus, the role repertoire is poor, in particular, psychological and interpersonal roles are little used; the roles that are offered to students do not always correlate with the types of speech activity, with the individual and age characteristics of the trainees, with the stages of learning, with the expected speech product. Since there are no clear criteria for the distribution of roles, it often happens spontaneously. The role theory of personality developed in sociology and social psychology is used: in the methodology of teaching foreign languages, having been transformed into a role model of artificial socialization of the personality; in works related to the use of role-playing games in teaching foreign languages.

DATA ANALYSIS

In a communication situation, components are usually distinguished:

1. The speaker and his social role.

2. The listener and his social role.

3. Relations between communicants.

4. The tone of communication.

5. Purpose.

6. Means of communication (a subsystem or style of language, paralinguistic means - facial expressions, gestures, etc.).

7. Place of communication.

8. Method of communication: oral, written, contact, remote.

Of these situational variables, social roles have the greatest weight: "they impose restrictions both on the nature of the communicative act and on the action of other variables."

A social role is understood as "a normatively approved public image of behavior expected from everyone occupying a given social position". A person, occupying several positions in society, accordingly loses several roles - national, gender, age, professional. Any socially significant activity of a person is carried out according to role instructions. An individual who performs this or that activity occupies a certain social position (social status) in society, having which he must implement role-playing activities, which is characteristic of this position. Role activity is determined by role prescriptions and is constantly controlled by society, a social group, a person in contact with the role carrier.

The expectations of others and the person's own ideas about these expectations put pressure on a person, forcing him to take them into account in his behavior, and this can be both a conscious and an unconscious process. Thus, one French writer admitted that in a society of non-French people he behaves more frivolously than in his own circle, since he is pressured by the need of others to see the "typically French" style of thinking, lightness, charm, etc. American Negroes, "when communicating with whites, specifically accentuate the traits of naivety and innocence, "placed" by them

according to the old stereotype. Others, on the contrary, are emphatically restrained in spite of the stereotype, "dissociate themselves" from it. But even in this case, their behavior is correlated with the system of social symbols and past experience.

Social psychologists emphasize that there is something predetermined, standardized in human behavior that makes a person an actor. This leaves an imprint on his speech activity, while the personal aspect of communication provides a personal coloring for the performance of a social role. The social role allows a person to realize his creative abilities and individuality.

There are three groups of social roles: situational, positional, status. Signs of status roles are gender, age, education, nationality, profession of carriers, and positional roles are their position, marital status. It is on these grounds that the interlocutor is identified.

Status roles are among the inherited roles that a person receives either from birth - gender, racial, ethnic, the role of a citizen of a certain state - or at some stage of life, for example, age roles. To play such roles, it is not required to occupy an appropriate social position, these are position less roles. "Gender and age status roles are of particular importance. In all societies, the division of labor is linked to sex and age roles.

Positional roles are determined by a fairly stable place in the social system occupied by the individual. Positional roles are distinguished by the fact that they are not innate and can change repeatedly throughout life. The most significant group of positional roles are professional roles.

Situational roles form a group of social roles that are used to describe behavior defined by an episodic activity. For example, a doctor at different times performs the roles of a buyer, client, guest, etc. The performance of a situational role is largely determined by status and positional roles. So, a person will play the role of a guest in different ways, depending on his age, education, gender, etc.

Situational roles are divided into specific and personal. The former are determined by external conditions: passenger, buyer, etc.; the second - the value orientations of the personality: friend, enemy, sympathetic person, etc.

Interpersonal position is determined by the place that a person occupies in the system of interpersonal relations. In the process of interaction, people evaluate each other, since it is completely improbable that two or more people can interact while remaining indifferent to each other. The way a person reacts to people associated with him forms, according to the psychologist, a second system of rights and obligations. "The pattern of interpersonal relationships that develop between people engaged in collaborative action creates another matrix that imposes further restrictions on what each person can or cannot do."

There are other classifications of social roles. Allocate roles:

1. More or less stable and episodic.

2. Inextricably linked (paired) - teacher - students not connected (single) - teacher - a member of the sports team.

3. Real and imaginary (a role that a person dreams of and which he has not been able to play in his life).

4. Individual (personal) or collective (group).

Important for the methodology of teaching Russian as a foreign language is the approach in which pairs of social roles are considered as the main form of role interaction between the addresser and the addressee. Roles can be related as follows:

1. the role of the first participant in the situation is higher than the role of the second participant in the situation;

2. the role of the first participant in the situation is lower than the role of the second participant in the situation;

3. the roles of both participants in the situation are equal.

In accordance with the types of role relations, all situations of communication are divided into symmetrical and asymmetric. Symmetric - situations with role ratios of the third type, asymmetric - situations with role ratios of the first and second types.

The choice of tactics of speech behavior largely depends on the socio-psychological characteristics of the communicants, as well as on the situation of communication. Roles determine speech stereotypes of behavior, make it possible to program the statement. Some roles allow you to program the type of speech. Professional roles are often associated with dialogue - a doctor and a patient, a seller and a buyer, a policeman and a violator, etc. Dialogue can be dictatorial and modal. The dialogues between the older and the younger in age, between the more informed and the less informed person are of a dictal nature.

Professional roles set the program of the monologue - a guide, a sports commentator, a critic. Role repertoire

personality influences the choice of the functional-semantic type of speech. For example, for a lawyer, a scientist, reasoning is preferable, for a commentator - a description with elements of a narrative.

Social roles impose restrictions on the choice of the content program of the utterance, with which its linguistic form is inextricably linked: lexical composition, word-formation means. Thus, dialogues between a hairdresser and a client, a coach and an athlete, a doctor and a nurse will have their own set of lexical units. In female speech, the use of diminutive suffixes is frequent: Daughter, put the doll down, let's go, bainki. The same suffixes are used in asymmetric communication situations as an indicator of the speaker's dependent position: Two hundred grams of sausage, cut it, please. Or: Be kind, pass on coupons.

Some roles have specific grammatical material. So, for a visitor walking around an unfamiliar city, the use of interrogative sentences is typical, for a policeman - incentive constructions; for the dreamer - the future tense of the verb, the braggart - the comparative and superlative degrees of the adjective.

Psychological roles, designated by their own names, require the teacher to analyze the text so that, having realized the logic of the character's actions, students can model his speech behavior. Social roles in many ways determine both the thematic vocabulary and grammatical material in the construction of an utterance, and set the program of speech behavior.

Various tactics of speech behavior form the basis of the role-left repertoire of the individual. Eight semantic shares are distinguished, which are realized through various speech tactics, for example: "Do not exaggerate troubles. / People try to convince the victim that the trouble is not so great, to show him the true extent of misfortune, and sometimes even with a tendency to underestimate. They say: Great job! / No big deal! / What a grief! / Is it grief! / This is not so bad / The devil is not as terrible as he is painted /Grief will be ahead!

In verbal communication, a person sometimes underestimates the energy expenditure of the addressee. Help me a little, please (in the car with a request to lift the suitcase upstairs). In a situation where a person seeks advice, he often appeals to the interlocutor's experience: You have more experience! You have such an experience! These are examples of social stroke tactics.

Foreign students can be offered, for example, such a task, which involves the choice of tactics of speech behavior depending on the situation, age, social status of the addressee.

Turn to: 1) a little girl, the daughter of your friends, whose name is Olga, and give her a chocolate bar; 2) your good Russian friend, whose name is Ekaterina and whom you want to comfort when she is upset; 3) your friend named Anna and tell her that her little son named Ivan is very cute; 4) to your friend, whose name is Vladimir, and say that you missed him very much.

Speech variants that correct with situational variables are called sociolinguistic variables.

When implementing a sociolinguistic approach in teaching Russian as a foreign language, the following system of work is expedient. At first, it is better to offer material for observation and analysis. For example, before watching an episode from a movie, while reading the text of the episode, foreign students can be asked to determine the social characteristics and roles of the speakers and recall the corresponding speech correlates. If there is an abundance of subjective evaluation suffixes in the text, this may be characteristic of women's dialogue. This is also evidenced by such a means of expressing colloquial speech as the masculine

form in relation to female persons: You are my glorious.

At the next stage, tasks of a reproductive nature and exercises by analogy are offered. For example, a description of a situation and a dialogue: at a conference, you meet a person who seems familiar to you. You are going to contact him and find out if you really know each other. The place of communication - the conference - dictates some social characteristics of the participants in the dialogue: they are probably people with higher education, middle-aged.

- I'm sorry for disturbing you. But I think we know each other.

• Indeed, your face is well known to me, but I can't remember where we met. Maybe you were at a conference in Minsk last year?

• Of course, we spoke at the grammar section.

• Here is the meeting!

• Yes, the world is small.

Task: Reproduce the situation and the corresponding dialogue. Play out the situation, but with a change in the circumstances of your acquaintance (a joint vacation at a camp site in Repino, neighboring hotel rooms) and a change in the age of the participants in the situation (students, about the same age), start like this:

— Listen, boy, where could I see you?

Tasks can be given with a change in situational roles associated with the personal characteristics of the communicants, for example, passers-by on the street: a sympathetic person is an indifferent person.

In the course "Business Arabic" when solving a creative problem, the following distribution of roles can be: erudite - a person with a wide range of knowledge, having his own experience in this field; a generator of new ideas - a man with a great imagination, always having the most unexpected ideas in stock; the critic is a bit of a skeptic by nature, he is always debatable and evidently distrustful. It is necessary, since every idea must be checked from all sides. And, finally, the role of the organizer, whose task is to direct the search for the group along the most effective path leading to specific practical results.

In stylistics classes, it is advisable to include tasks that involve the performance of predominantly situational social roles: taxi passenger - bus passenger; peers - older, younger, etc.

At the final stage, the teacher offers tasks of a creative nature, when foreign students must themselves come up with and describe the situation, its participants and compose appropriate dialogues.

At classes on the language of the mass media, the teacher can, after getting acquainted with the materials representing the views of various parties and movements, offer to prepare speeches for a rally on behalf of a party or movement, using different types of addresses: gentlemen, comrades, Russians, compatriots, as well as theses corresponding to the views of this party.

Of interest are tasks related to the national identity of social roles. For example, after reading a dialogue between a father and son, which is typical for the English, the teacher can ask students to compose a similar dialogue in the same situation with a change in the nationality of the participants in the dialogue, these will not be English, but Russians.

Methods and techniques useful in consolidating the knowledge of foreign students about the role repertoire of the Russian language personality:

1. Role play. It is important that foreign students develop the ability to predict speech behavior depending on the age, gender, education and other social indicators of the speaker.

The teacher can use fragments of films so that students, having met the heroes of the film, could predict their further speech actions and the logic of the actions of one or another hero.

2. It is expedient to use a linguistic experiment in stylistics classes. The experiment shows the advantage and relevance of certain lexical means in a particular communication situation. For example: read the recording of a telephone conversation. What can you say about the age and attitudes of the speakers? Replace the highlighted words and expressions with synonyms. Use reference material. Which

option is more appropriate for the participants in this telephone conversation?

— Hello, old man! It's Stae, you know?

- Hey! You haven't called me in a while. Glad, glad to hear from you.

- You would not have heard for another hundred years: to get through to you, as to Mars - it is always "busy".

• Yes, this is my older sister who likes to chat and is constantly on the phone.

• Listen, I'm calling you on business. Come on, me and Sanya will go out of town for the weekend to our lake?

• What an interesting idea. Perhaps I agree. And how are we going to get there?

• I think we'll go out on the highway and vote, suddenly someone will give us a lift.

• Yes, it's faster and cheaper. Why waste money again?

• Then see you on Saturday, at eight, as always!

•   Bye, see you again.

Material for reference: constantly talking on the phone, going out of town, stopping cars, driving, spending a lot of money.

When replacing words and expressions with synonymous ones, the conciseness and expressiveness characteristic of colloquial speech are lost. This option is less appropriate in a conversation between young people. The use of a linguistic experiment develops a sense of language in foreign students.

3. Drawing up a linguistic sociogram. It is used in the analysis of artistic and journalistic texts, as well as in listening to sounding speech.

Linguistic and socio-indicators are distinguished - socially significant speech units correlated with the social characteristics of the character, "which are divided into status ones, signaling the constant socio-demographic characteristics of the character, and situational ones, acting as signals for the realization of the character's status in typical role positions for him.

The totality of linguo-socio indicators is reduced to a speech model of the social

characteristics of a literary character - a linguo-sociogram, which is used as a tool for the philological analysis of a work of art.

A project work can be proposed as a generalizing task. Students receive individual topics, for example, "Do I need a family today?", "What determines the choice of a profession? "," Who is a business woman?" and others, then work with literature in Russian, and also conduct a survey of informants among native speakers. At the end of the work, an analysis of the speech of the informants is presented.

Acquaintance of foreign students with the role-playing repertoire of the Russian language personality in the study of various aspects of the Russian language, which is realized in regularly recurring situations, including symbolic, ritual and, therefore, nationally unique elements, makes it possible to comprehend the ethno- and socio-cultural characteristics of the country of the language being studied, and also to increase the level of communicative competence of trainees.

CONCLUSIONS

Sociolinguistics is a new discipline that complements and expands our understanding of language. If structural linguistics preferred the study of structural variability in the analysis of one language, then sociolinguistics focuses on the study of the functional variability of language in society, which has a diverse influence on the language and, in turn, is indirectly influenced by the language. The conceptual apparatus of sociolinguistics is being intensively developed.

It should be said that the study of the social conditioning of language, which sociolinguistics is broadly concerned with, helps to penetrate even deeper into the nature of language, to clarify the conditions for its functioning in society, because there are deep and direct connections between the social functions of language and the language system.

The content of sociolinguistics, like any social science, is determined by a certain philosophical base. Undoubtedly, the emerging connection between linguistics and sociology on the basis of historical materialism will make

it possible to more fully elucidate the nature of the causal relationship between language and society.

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