# Country Study Texts Help to Develop High School Students` Sociolinguistic Competence in English Lessons

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## Abstract

This article scientifically describes the methods of developing the sociolinguistic competence of high school students by reading country study texts in English classes.For the formation of sociolinguistic competence, we consider it expedient to single out particular methodological (proper methodological) principles: These principles reflect the peculiarities of teaching a foreign language as an academic discipline. Considering the structure of sociolinguistic competence, the methodology for the formation of sociolinguistic competence should contain knowledge of the main features of official, neutral and unofficial communication registers; etiquette formulas of address, greetings, exclamations, farewells, congratulations, expressions of polite requests,wishes, gratitude, regret; stable expressions, phraseological units, proverbs, sayings, tongue twisters; as well as general knowledge about science and art, history and religion, geographical location, culture of the speakers of the target language.

**Keywords:** *Country;Traditions;Sociolinguistic;Preparatory;Values;Lexical;Grammatical;Phenomenon, Reading Comprehension;Linguistic;Communicative;Components;Cultural Approach; National Realities*

## Introduction

Due to the social order in the world, the teaching of foreign languages in secondary schools and for communicative purposes has increased the need for modernization of the content of foreign language teaching, improvement of methods of using innovative pedagogical technologies, professional development of teachers. In the teaching of foreign languages in primary education, it is important to conduct research to improve the quality and effectiveness of pupils, taking into account their individual characteristics, such as desire, ability and attitude to language learning, age-related psychological characteristics such as thinking, memory, attention, language experience and language learning conditions [Turdiev, p 8].

Improving the content, requirements and tools of education for B1 degree in foreign languages at the universities of Cambridge, Oxford, Aston and York, taking into account the psychological characteristics of high school students, language learning methods and strategies, European Center for Modern Languages, University of Warsaw, Goethe University teaching as a means of intercultural

communication, teaching some subjects in English in the upper grades at the Universities of Oslo Akershus and Joensu (CLIL) Of particular importance is the teaching of communication models, research at the Moscow State Pedagogical University, Nizhny Novgorod State Pedagogical University on the teaching of foreign languages in secondary schools on the basis of a person-centered approach to his activities.

## *Discussion*

It is known that the country study texts given in English books allow students to compare the customs, traditions and values of their motherland and the country where the language is studied. It also develops students` sociolinguistic competence.

In teaching the reading of country texts, the principles of working with the text, adopted in the methodology of teaching a foreign language, were followed. Three stages of working with the text were put into practice: (1) preparation, (2) reading comprehension, (3) the post-text stage.

### 1. At the Preparatory Stage

Students focused on lexical, grammatical and pronunciation materials in the text, as well as exercises on reading techniques. Exercises on lexical units required the following actions:

1. Read words correctly to reinforce lexical units within the text.
2. Translate the words highlighted / highlighted in the text into the native language.
3. Find unfamiliar words in the text.
4. Fill in the blanks in the text.
5. Write questions about the underlined / highlighted words in the text.
6. Recite the read text in the presence of new words and phrases.

Exercises on grammatical units are understood actions and actions that allow the correct and automated application and recognition of morphological-syntactic phenomena in speech [Solovova, p. 238].

It involved performing the following steps on grammatical units.

1. Recognize the grammatical phenomenon in the text.
2. It is possible to predict the grammatical event (for example, to read / write the missing part of the text).
3. Distinguish between similar grammatical events. For example: Reading texts, identifying right and wrong verbs, finding the difference between verb tenses in different sentences.
4. The grammatical event being studied should enable students to understand the text being read, and students should be able to read the text and tell the content of the text, paying attention to the grammatical events.

### 2. The Second Stage of Working with the Text

The stage of reading comprehension, the following exercises are performed:

1. Get acquainted with the content of the text.
2. Read the paragraph of the text verbatim.
3. Speak the content of the text in turn.

4. Narrate the text according to the plan.
5. Students ask and answer questions about the text.
6. Re-read the text to complete various tasks.

### 3. In the Third Stage of Working with The Text, The Following Specific Exercises Are Performed

1. In a single or double speech, practice speaking using this text and previous materials.
2. Speak the content of the text using the text on the new learning speech situation.
3. Perform pairing exercises.

The following comprehension exercises were performed according to the nature of the text:
1. Scanning exercise - finding specific information for post-text use.
2. "Finding the facts" - finding specific facts that can then be used to justify one's point of view.
3. "Comprehension" - the choice of ideas according to their content - is a one-way processing of information fragments, the implementation of consistent cognitive operations.
4. The Making Differences exercise is performed after reading the text. In this process, the left hemisphere thinking of the student in one direction is carried out in the processing of information, which contributes to the logic of thinking, the development of verbal memory [Broersma, p. 8].

### *Results and Discussions*

In the course of our research, we used a pair of speaking exercises to test and evaluate the reading skills of high school students.

Prepared pair training exercises:

1. Answering questions;
2. Asking various questions;
3. Make a pair of speeches on the topic;
4. Reading a text in the form of a single speech and turning it into a pair of speeches [Berry, p. 180].

Unprepared pair training exercises:

1. Give reasonable answers to questions;
2. Create a pair of speeches in which other students also participate;
3. Conducting a quiz;
4. Conducting a pair of speeches in the form of discussion and debate.

The formation of foreign language sociolinguistic competence determines a new direction in modern methods of teaching foreign languages based on real communication conditions. The pursuit of communicative competence as the end result of learning presupposes not only linguistic competence, but also the assimilation of colossal extra-linguistic information necessary for adequate communication and mutual understanding, since the latter is unattainable without the fundamental identity of the basic information of those communicating about the surrounding reality [Alptekin, p 57].

It should be noted that the information of speakers of different languages depends on the gradation of material and spiritual values, as well as conditions, all of the above, it can be concluded: the need for a linguistic and cultural approach when teaching a foreign language. Consequently, the linguistic and cultural component in training is of particular importance.

There are two approaches to teaching culture in the process of teaching a foreign language: social science and philological. Consider the first approach, according to G.D. Tomakhin, "is based on the discipline traditionally associated with the study of any foreign language. Country studies is understood as a complex academic discipline that includes a variety of information about the country of the target language. Unlike the fundamental sciences, on which it is based, country studies includes a variety of fragmented information about the country of the target language and is defined as a discipline in the system of geographical sciences dealing with the comprehensive study of continents, countries, large regions". [Azimov, p. 448]

However, the term "linguistic and country studies" emphasizes that this direction, on the one hand, combines the teaching of a language, and on the other hand, it gives quite definite information about the country of the studied language. Since the main object is not the country, but the background knowledge of native speakers, in a generalized form, their culture, many scientists, linguists (E.M. Vereshchagina, V.G. Kostomarov, G.D. Tomakhin.) Note that it would be more correct talk about "Cultural studies" [Azimov, p.452].

However, the term "linguistic and country studies" has already firmly entered the practice of teaching foreign languages. Therefore, one should clearly understand the difference between traditional geography and linguistic geography.

If country studies are a social science discipline, in whatever language it would be taught, then local linguistics is a philological discipline, to a large extent, taught not separately as a subject, but in classes on the practice of language in the process of working on the semantics of linguistic units.

There are two methods of delivering country information to students:

1) Thematic, in which the most important aspects related to geography, history, government and other components of the country, the target language are ranked according to relevant topics and communicated to students.

2) Philological, in which country information is extracted from the foreign language structures themselves - words, phrases, texts, poems, songs, moreover, foreign-language works of fiction are used, creativity is not necessarily devoted to country studies. [ Astafurova, p.41]

It should be noted, however, that both ways of presenting information to students are closely related. According to the linguistic and cultural theory of the word, the subject of linguistic and cultural studies is "specially selected, specifically homogeneous linguistic material reflecting the culture of the country of the target language, non-equivalent, background and connotative lexical units, common forms of speech, as well as non-verbal languages of gestures, facial expressions and everyday (habitual) behavior." [Babailova, p.151]

Linguistic and country material is introduced at school to ensure communicative competence, namely through an adequate perception of the interlocutor's speech and original texts designed for native speakers.

This component includes certain knowledge (linguistic and cultural), as well as skills and abilities (speech and non-speech behavior). When selecting the content of the national-cultural component, from the whole variety of linguistic and cultural material, one stands out that has a pedagogical value that can contribute "not only to communication in a foreign language, but also to familiarizing with the country's culture of this language." [Baryshnikov, p 28]

Thus, the linguistic and cultural component takes a special place in the selection of linguistic material that reflects the culture of the country of the target language, non-equivalent, background, connotative lexical units, common forms of speech, as well as non-verbal languages of gestures, facial expressions and everyday (habitual) behavior.

Attention should be paid to "national realities", that is, means containing a specific and special national flavor, for example: Big Ben, and to background vocabulary containing evaluatively colored vocabulary. Many scientists substantiate precisely these linguistic and speech country geographic components, which have significant differences in intercultural terms.

Ignorance of such subtleties in the language leads to difficulty in communicating in a foreign language, even on the basis of printed texts. Some students have decreased communicative competence, which affects the foreign language intercultural competence in general. Such units are distinguished mainly according to intralingual laws, containing a pronounced contrast in the content of foreign language units in comparison with units of the native language. [Baranov, p.128]

Units with such a nationally specific content include not only lexemes, stable verbal complexes, but also speech elements, including variable phrases and sentences, texts.

It is necessary to find and consolidate specialized linguistic units in their content perception, which can only be understood by a native speaker, such cases of communication can arise with foreigners, when reading fiction, the press, watching films and videos, listening to songs, and so on.

As G.D. Tomakhin emphasizes, the number of lexical units that have a pronounced national-cultural semantics includes the names of realities (designations of objects, phenomena characteristic of one culture and absent in another), connotative vocabulary, which includes words that coincide in the main meaning, but at the same time differing in cultural and historical associations, as well as the so-called background vocabulary denoting objects and phenomena that have analogues in the compared culture, but differ in some national characteristics of functioning (form, purpose of objects, etc.) etc).

The importance of phraseological phrases, which reflect the national originality of history, culture, traditional way of life, and the mentality of the people who are the speakers of the language, should not be underestimated either.

Realities are real facts about everyday life, culture, history of the country of the target language, heroes, traditions, customs. Realities are the main object of study of linguistic and country studies. And if we introduce linguistic and cultural material based mainly on the knowledge of the country of the target language, in certain, normalized thematically oriented portions, then this introduction will contribute to the acquisition of the language, not only as a communicative function [Vasilieva].

The higher the level of formation of active speech activity, the stronger and more stable the internal motives will be, which will ensure a positive attitude towards the political, economic and cultural life of the country of the target language. Thus, the educational, educational, developmental and, mainly, practical goals set forth in the State Standard will be realized. [Vereshchagin, p.38]

The linguistic and cultural significance of the material can be assessed from two different positions:

a)  by their educational and educational role;

b)  by their communicative role.

Although the two positions are very closely related, the latter is now favored. We can draw the following conclusion that a constant sign of belonging of a material to a linguistic and country study is the presence of a national-cultural component or semantic parts that are absent in other languages. [Ovchinnikova, p. 206]

The linguistic and country component in teaching a foreign language should include knowledge of national realities, major historical events, major figures in literature and art, science and technology, a national vision of the world, as well as skills and abilities associated with standard situations characteristic of a given country. [Misirov, p.152]

As you can see, the cultural component shows all those components of the content of education that are highlighted in modern methods. The task is to select the relevant knowledge, skills and abilities and include them in the linguistic and country component of the educational content at the appropriate stages of education, in particular in secondary school.

The linguistic and cultural material contains texts of country geographic content, photographic documents, and authentic texts. Dialogues provide examples of speech etiquette, examples of the use of background and non-equivalent vocabulary. In the process of teaching, the teacher helps students discover the realities of a foreign language culture [Ubaydullaev, p.145].

## *Conclusion*

To conclude, the task of the teacher is to find the most effective methods of working with country geographic material. From the very beginning, it is advisable to offer students various questionnaires, crosswords, lotto. This is of greatest interest to the students.

When performing speech exercises, video material, printed materials serve as visual and semantic support or stimulus for students to express themselves. Tasks are accompanied by an attitude towards the expression of a certain attitude to what he saw; cliché phrases that help express your point of view in a given situation.

Any educational material is easier to assimilate if it is emotionally colored and causes positive emotions in students. In a friendly, creative atmosphere in the classroom, communication barriers are removed, and it is stimulated as a stable, highly developed desire for communication, for personal contact with people, expressed in the ease of entering into social contact.

The most effective in realizing these goals are exercises-dialogues, discussions, dramatization, collective research search, role-playing games, and project activities.

All the described materials and methods of article, provided they are creatively applied, help the teacher to use the linguistic and cultural potential of the English language in the classroom.

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