

THE ISSUES OF SOCIOLINGUISTIC COMPETENCE CONTENT

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Abstract. The article is dedicated to the issue of the sociolinguistic competence content in teaching foreign languages, the situation of communication, communicative goals, intentions, social status, the role of communicators, etc. have been highlighted as sociolinguistic factors dominating the methodical system of teaching foreign languages, and the study of competence components has been installed.

Key words: competence, sociolinguistic competence, sociolinguistic factors, components of sociolinguistic competence, sociolinguistic skills, methodical system of training, foreign language training.

There are a number of sociolinguistic factors in teaching a particular foreign language, which have a direct impact on both the process of organization of educational process and an effective mastery of the language studied. As sociolinguistic factors the situation of communication, communicative goals, intentions, social status, the role of communicators, the situation of communication, etc. are distinguished.

Sociolinguistic factors are dominant in a methodical system of teaching a foreign language. Consideration of sociolinguistic factors in teaching a particular foreign language involves the allocation of sociolinguistic competence as one of the constituent components of foreign language communicative competence of the students, aimed at the formation and development of their abilities to take responsibility, to participate in group decision making, team work, encourage others to work together to achieve this goal, to resolve conflicts and to mitigate the differences, listen to others and to take into account what they say, to have a racial, ethnic and religious tolerance in relation to the surroundings life support democratic institutions, etc.

Sociolinguistic competence is correlated with the language picture of the world, and is defined as "the possession of a set of linguistic resources and the ability to exercise their choice, depending on the socio-cultural context and situational aspects" [2, 9].

Sociolinguistic competence, based on the fair statement by L.F. Zueva, should be formed in the process of learning foreign language communication [2, 9].

The content of sociolinguistic competence manifests itself in the possession of students in the following linguistic units:

- 1) vocabulary with national-cultural component;

- 2) idioms with national-cultural semantics;
- 3) The formula of speech communication;
- 4) proverbs, sayings, and high flown words [2, 9].

Ye.S.Nechayev approves the addition to the content of the composition of the sociolinguistic competence of specialist foreign language education, understood as "the ability to make choices of linguistic forms, adequate conditions of the act of communication, i.e, the social laws, which adheres to this language community" [4, 8] to the socio-phonetic components.

Socio-phonetic component in the structure of sociolinguistic competence aims to develop the skills to identify conditionality of the pronunciation of social status and communicants recognize differentiators' pronunciation representatives of different social layers.

O.S. Bobrikova notes that the sociolinguistic competence as "the ability and willingness to choose socially marked means of communication with a high degree of self-control and self-assessment in accordance with the socio-cultural norms, values in the system of foreign language community and the particular communicative situation for a productive construction of intercultural communication" consists of axiological, linguistic-cultural, linguistic, situational and behavioral assessment and motivational components [1, 8].

Sociolinguistic abilities of the future translators described by O.E.Bobrikova as tolerance to the society of the studied language, in the discursive use of socio-cultural norms, in varying socially marked means in different situations of communication, motivation to self-development of competence [1, 13].

V.Ye.Lapina identifies two components of sociolinguistic competence: a productive and receptive. Knowledge and skills of sociolinguistic interpretation of oral speech in order to determine the socio-cultural affiliation speaking, their role and the degree of situational conditions of the formalities are receptive component of the sociolinguistic competence. A productive component of the sociolinguistic competence is available in the knowledge and skills of the speech behavior depending on the situation, traditions and norms of communication established in a society [3].

In general, the formation of a sociolinguistic communicative competence in the study of a foreign language contributes to the development of the abilities of students to effectively solve personal, social, professional tasks in a variety of real situations in their work with the help of knowledge, skills, life values, beliefs and actively participate in building a democratic society.

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