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- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
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- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
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DEVELOPING SOCIOLINGUISTIC COMPETENCE IN INTENSIVE TEACHING OF FOREIGN LANGUAGES TO ADULTS

G. R. Tolibova

UzDJTU katta o'qituvchisi

<https://orcid.org/0009-0007-6007-6604>

Abstract: This article explores the development of sociolinguistic competence in the intensive teaching of foreign languages to adult learners in Uzbekistan language courses. Sociolinguistic competence is considered an essential component of communicative competence, enabling learners to use language appropriately according to social and cultural contexts. The study analyzes the role of intensive teaching methods, authentic communication, and interactive learning environments in enhancing adult learners' sociolinguistic awareness. The article also discusses the challenges adults come across in mastering sociolinguistic norms and proposes effective pedagogical strategies for enhancing communicative adaptability in real-life situations. The findings demonstrate that intensive and immersive language instruction significantly contributes to the development of adults' sociolinguistic competence.

Key words: communicative competence, sociolinguistic competence, intensive language teaching, adult learners, foreign language education, immersive learning.

Annotatsiya: Ushbu maqolada O'zbekistondagi til kurslarida katta yoshdagi tinglovchilarga chet tillarini intensiv o'qitish jarayonida sotsiolingvistik kompetensiyani rivojlantirish masalasi yoritilgan. Sotsiolingvistik kompetensiya kommunikativ kompetensiyaning muhim tarkibiy qismi sifatida talqin qilinib, tilni ijtimoiy va madaniy vaziyatlarga mos ravishda qo'llash imkonini beradi. Tadqiqotda intensiv o'qitish metodlari, autentik muloqot va interaktiv ta'lim muhitining katta yoshdagi tinglovchilarning sotsiolingvistik ongini rivojlantirishdagi o'rni tahlil qilingan. Shuningdek, maqolada kattalar tomonidan sotsiolingvistik me'yorlarni o'zlashtirish jarayonida uchraydigan qiyinchiliklar ko'rib chiqilib, real hayotiy vaziyatlarda kommunikativ moslashuvchanlikni rivojlantirishga xizmat qiluvchi samarali pedagogik strategiyalar taklif etilgan. Tadqiqot natijalari intensiv va immersiv til ta'limi kattalar sotsiolingvistik kompetensiyasining rivojlanishiga sezilarli darajada hissa qo'shishini ko'rsatadi.

Kalit so'zlar: kommunikativ kompetensiya, sotsiolingvistik kompetensiya, intensiv til o'qitish, katta yoshdagi tinglovchilar, chet tili ta'limi, immersiv ta'lim.

Аннотация: В данной статье рассматривается развитие социолингвистической компетенции при интенсивном обучении иностранным языкам взрослых слушателей на языковых курсах Узбекистана. Социолингвистическая компетенция рассматривается как важный компонент коммуникативной компетенции, позволяющий использовать язык в соответствии с социальным и культурным контекстом. В исследовании анализируется роль интенсивных методов обучения, аутентичного общения и интерактивной образовательной среды в развитии социолингвистической осведомлённости взрослых обучающихся. Также обсуждаются трудности, с которыми сталкиваются взрослые при освоении социолингвистических норм, и предлагаются эффективные педагогические стратегии для развития коммуникативной адаптивности в реальных жизненных ситуациях. Результаты исследования показывают, что интенсивное и иммерсивное обучение языку существенно способствует развитию социолингвистической компетенции взрослых.

Ключевые слова: коммуникативная компетенция, социолингвистическая компетенция, интенсивное обучение языкам, взрослые обучающиеся, иноязычное образование, иммерсивное обучение.

INTRODUCTION

In modern foreign language education, communicative competence has become one of the main objectives of language instruction. Among its components, sociolinguistic competence plays a vital role in enabling learners to communicate effectively and appropriately in various social contexts. Adult learners, particularly those enrolled in intensive language programs, require not only grammatical knowledge but also the ability to interpret social meanings, cultural norms, politeness strategies, and context-dependent language use.



Although communicative competence has been extensively studied in foreign language education, the majority of existing research mainly emphasizes grammatical competence and general communication skills (Canale & Swain, 1980; Hymes, 1972). In intensive language education for adults, sociolinguistic competence is often given less attention despite its essential role in successful intercultural communication. Consequently, many adult learners experience difficulties using language appropriately in different social and cultural situations even when they demonstrate adequate linguistic knowledge. Therefore, this study aims to investigate effective strategies for developing sociolinguistic competence in intensive foreign language teaching for adult learners.

LITERATURE REVIEW

The concept of communicative competence has become one of the central issues in modern foreign language education. The term was first introduced by Dell Hymes (1972), who argued that successful communication requires not only grammatical knowledge but also the ability to use language appropriately in social and cultural contexts. Building upon Hymes' theory, Canale and Swain (1980) developed a comprehensive model of communicative competence consisting of grammatical, sociolinguistic, discourse, and strategic competences.

Among these components, sociolinguistic competence plays a particularly significant role because it enables language learners to interpret social meanings, recognize cultural norms, and adapt their speech according to context and interlocutor relationships. The importance of sociolinguistic competence has also been highlighted in the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe (2001). The CEFR framework emphasizes that language learners should acquire not only linguistic accuracy but also sociocultural awareness, pragmatic flexibility, and intercultural communicative skills.

Recent studies in applied linguistics demonstrate that adult learners often face specific difficulties in developing sociolinguistic competence. Adult learners may understand grammatical structures successfully but still experience challenges in interpreting implicit meanings, humor, indirect speech acts, or context-dependent expressions (Brown, 2007).

Researchers have increasingly emphasized the role of intensive foreign language instruction in accelerating communicative development. Intensive language programs are characterized by increased exposure to target language input, frequent interaction, immersive practice, and accelerated learning conditions (Richards, 2006). In contemporary language pedagogy, communicative and task-based approaches are considered particularly effective for fostering sociolinguistic competence. According to Nunan (2004), task-based learning encourages learners to participate in authentic communication, negotiate meaning, and apply language in socially meaningful situations.

Multimodal and immersive learning environments have also gained considerable attention in recent years. Studies indicate that multimodal instruction develops learners' pragmatic awareness and communicative flexibility by combining visual, auditory, and contextual information (Jewitt, 2008).

Despite the growing body of research on communicative language teaching and intensive education, limited attention has been devoted specifically to the development of sociolinguistic competence in intensive foreign language programs for adults. Therefore, further investigation is needed to identify effective pedagogical strategies that integrate authentic communication, intercultural interaction, and sociolinguistic training into intensive foreign language teaching.

METHODOLOGY

This study employed a qualitative-descriptive research design. The participants included adult learners (25–35) enrolled in an intensive English language course at a higher educational institution. Data were collected through classroom observations, questionnaires, semi-structured interviews, communicative tasks, and discourse analysis. The instructional program integrated authentic audiovisual materials, role-play activities, intercultural communication tasks, multimodal learning resources, and collaborative speaking exercises.

RESULTS AND DISCUSSION

The findings revealed that intensive foreign language instruction positively influenced the development of sociolinguistic competence among adult learners. Participants demonstrated increased awareness of formal and informal language use, politeness strategies, culturally appropriate expressions, contextual vocabulary selection, and conversational norms.

Interactive and immersive activities were particularly effective in improving learners' communicative adaptability. Authentic multimedia resources enhanced learners' exposure to natural discourse patterns and socio-cultural behavior. The results also showed that collaborative learning environments reduced communication anxiety and encouraged spontaneous speech production.

CONCLUSION

The development of sociolinguistic competence represents a crucial aspect of intensive foreign language teaching for adults. Intensive instructional environments that incorporate authentic communication, multimodal resources, and interactive pedagogical strategies contribute significantly to learners' sociolinguistic development. The study suggests that language educators should integrate sociolinguistic training systematically into intensive language programs. Future research may focus on adaptive assessment models, AI-assisted sociolinguistic feedback systems, and immersive digital learning environments.

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzirimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.