

THE SOCIOLINGUISTIC ASPECTS OF LANGUAGE LEARNING

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Annotatsiya. Sotsiolingvistika va tilni o'qitish ko'p jihatdan chambarchas bog'liqdir. Tillarni o'qitish va o'rganishga ham bir nechta ijtimoiy sharoitlar ta'sir qiladi. Ushbu maqola sotsiolingvistika va tillarni o'qitish o'rtasidagi bog'liqlikni ko'rib chiqadi. Vaziyat, atrof-muhit va ijtimoiy muhit tillarni o'qitishda muhim rol o'ynaydigan ba'zi ijtimoiy jihatlardir. U birlamchi lingvistik ta'sirlarni bayon qiladi va ularni zamonaviy o'qitishda qanchalik samarali hisobga olish mumkinligini aniqlaydi. Shuningdek, jamiyatning turli sohalaridagi shaxslar tildan qanday qilib boshqacha foydalanishlarini ko'rib chiqadi.

Kalit so'zlar: tilni o'qitish, ijtimoiy omillar va sotsiolingvistika

Аннотация. Социолингвистика и обучение языку во многих отношениях тесно связаны. Как на преподавание, так и на изучение языков влияют несколько социальных обстоятельств. В этом эссе рассматривается связь между социолингвистикой и преподаванием языков. Ситуация, окружение и социальная обстановка - вот некоторые социальные аспекты, которые играют определенную роль в обучении языкам. В нем описываются основные лингвистические влияния и разъясняется, насколько эффективно они могут учитываться в современном обучении. В нем также рассматривается, как люди из разных слоев общества по-разному используют язык.

Ключевые слова: преподавание языка, социальные факторы и социолингвистика

Abstract. Sociolinguistics and language instruction are closely related in many ways. Both the teaching and learning of languages are impacted by several social circumstances. This essay looks at the connection between sociolinguistics and teaching languages. Situation, environment, and social setting are some social aspects that play a part in teaching languages. It outlines the primary linguistic influences and clarifies how effectively they may be accounted for in modern instruction. It also looks at how individuals from different sectors of society utilize language differently.

Key words: language teaching, social factors, and sociolinguistics

Regardless of place or historical period, language is the foundation of social interaction in all societies. Social contact and language are mutually reliant; social interaction influences language and language determines social interaction. Learning a language involves engaging in the teaching and learning process, whether that be inside, outdoors, in a formal or informal setting. The success of language learning is determined by factors including teaching, language acquisition, sociocultural settings, and linguistic differences. The instructor must

take into account the participants' varied linguistic and social backgrounds, particularly when teaching in their home tongue or another language. This is because the roles are designed to make it simpler for the learners to understand the goals of teaching and learning language. Studies in sociolinguistics may touch on the concepts of sociocultural settings and linguistic variants. A thorough understanding of the process of language acquisition, instruction in second or foreign languages, sociolinguistics, and linguistics are all necessary to comprehend the phenomena. Sociolinguistics in Language Teaching psycholinguistics, as well as a thorough understanding of foreign language instruction strategies and tools for measuring and evaluating student progress, have grown to be particularly crucial. Recently, sociolinguistics has assumed a crucial role, and we have learned that language serves as more than simply a tool for communication; it also shapes social identity. Since sociolinguistics focuses on how language is used and perceived in the actual world, it is a fascinating and crucial topic of linguistics for teachers. Due to the enormous diversity of methodologies covered by sociolinguistics, educators should have a broad understanding of the field to aid in their teaching and successful implementation of the language acquisition process. To be able to choose the best methods for teaching language, they must be aware of the differences in each learner's linguistic and social environment. Nationhood is a major issue for sociolinguistic approaches to language. The idea of the country has had a significant impact on how languages and cultures have been described since it serves as the defining framework for much discussion of both language and culture in both popular and scholarly spheres. When teaching a language, the instructor often ignored sociolinguistics. They put more of an emphasis on teaching vocabulary, grammar, and pronunciation in second- or foreign-language classes. Sociolinguistics-based language instruction may aid speakers in making sense of where, to whom, and when they are speaking. In order to relate the information to social situations, the instructor should do so. Sociolinguistics is the area of linguistics that examines how society affects language and how language affects society. Under this branch, we address the challenges associated with language acquisition as well as how languages change in response to various social contexts. Through this, we also learn about a language's cultural significance that we otherwise would not have known about. Therefore, sociolinguistics is a crucial component of research on language in general and the influence of society on language. Therefore, it is crucial to the field of language research. As I mentioned above, the teacher has recently tended to place more emphasis on words, grammar, and text contents than on communication as a whole when teaching language, whereas when students are learning to use the language, appropriate places and cultural considerations should be made in addition to the language itself. Otherwise, they will never become fluent in another language. When a language is learned, it is utilized in various situations by various individuals for various purposes. To properly interact with others, which is apparently the ultimate aim, it is crucial to take these variables into account. Sociolinguistics is, in essence, the

study of language and how it interacts with culture and society. Every language student should be at least somewhat familiar with sociolinguistics, despite the fact that the basic act of speaking a language is, in reality, social, despite the phrase being forbidding and academic. Language is social by nature since it was created to help people connect and communicate. By understanding some of this, we can utilize language more effectively. According to the discussion above, I conclude that sociolinguistics plays a significant role in language instruction because it involves the investigation of the relationship between language and society, the variety of languages, and linguistic attitudes. It is significant in language acquisition because it may provide the appropriate perspective on language. Being competent in sociolinguistics entails being able to "give every person his or her due." signifies when someone remains silent, converses, appreciates others, and offers an apology. Therefore, it is crucial for instructors to offer sociolinguistics via language teaching materials so that students would have awareness of the link between language and social context. Sociolinguistics also effectively guides the learners to talk in suitable social context. They may not put as much emphasis on speaking clearly, yet clear speech is as necessary. Without taking into account communication in its whole, learners can never become really proficient in another language since true conversation involves so much more than simply understanding words and syntax. To successfully communicate with others, it is crucial to keep in mind that each language is used in a variety of circumstances by a variety of individuals for a variety of purposes. As a result, while teaching a language, the instructors must identify every aspect related to using the language, whether orally or in writing. Although teachers cannot expect to dramatically change their students' sociolinguistic proficiency over night, they can attempt to do so by contextualizing the presentation of language, regularly examining the effects of social and cultural factors on language, and incorporating functional approaches into lessons. These concepts should not be given as stand-alone activities; rather, most exercises and examples might contain a context and social element.

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