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SOCIOLINGUISTIC COMPETENCIES IN ORAL TRANSLATION

Submission Date: April 20, 2024, **Accepted Date:** April 25, 2024,

Published Date: April 30, 2024

Crossref doi: <https://doi.org/10.37547/ajps/Volume04Issue04-29>

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ABSTRACT

Translating is sociolinguistic activity. We can define sociolinguistics as the study of language in relation to society, and this is how we shall be taking the term in this book. Sociolinguistics has become a recognized part of most courses at university level on 'linguistics' or 'language', and is indeed one of the main growth points in the study of language, from the point of view of both teaching and research. There are now major English-language journals devoted to research publications) and a number of introductory textbooks, apart from the present one.

KEYWORDS

Sociolinguistic competencies, translation, oral translation, linguistics, socio-cultural, cultural context.

INTRODUCTION

The content of socio-cultural competence refers not only to the process of mastering a practical foreign language as a means of communication. It is possible to speak a language as a means of communication, but not to be guided by the General cross-cultural context of foreign language communication, i.e. not to have formed knowledge about the history, culture, traditions of the country of the language being studied, ethno-cultural customs, rituals, symbols, and

stereotypes. It is necessary to develop such abilities in schoolchildren that help coordinate their behavior in accordance with knowledge about the norms of behavior in another culture and avoid cross-cultural misunderstandings.[1]

At the beginning of the XXI century, the goal of teaching foreign languages can no longer be the transfer of linguistic knowledge, skills, or even the encyclopedic development of country-specific

information, which is limited, first of all, to the sum of geographical and historical concepts and phenomena. Central to the pedagogical process should be the development of skills to participate in intercultural communication, which is especially important now when mixing of peoples, languages, cultures reached an unprecedented scale and as always there was a problem of education of tolerance to other cultures, the revival of interest and respect to the, overcoming my feelings of irritation from redundancy, failure or just the otherness of other cultures. This is what caused the General attention to the issues of intercultural communication.

Thus, learning to communicate in a foreign language implies the acquisition of socio-cultural knowledge and skills, without which there is no language acquisition. For successful communication, it is necessary to possess the language means of the interlocutor (phonetic, lexical, grammatical skills) and General meaningful knowledge about the world.

The use of country-specific information in the learning process increases the cognitive activity of students, considers their communication capabilities, promotes their communication skills and abilities, as well as positive motivation, provides an incentive to work independently on the language and contributes to the solution of educational tasks.

The main goal of teaching a foreign language in secondary school is to develop the student's personality in an inseparable connection with the teaching of the culture of the country of the language being studied, contributing to the desire to participate in intercultural communication and independently improve in the acquired activities.

This subject has its own research material, which is a purely linguistic discipline, since the subject of linguistics is the facts of the language, reflecting the features of the national culture, which is studied through the language, and for the selection, description, presentation of linguistics material, linguistic methods are used.

Attempts to change the content of school education so far have concerned the inclusion of certain topics in existing academic subjects or their exclusion. This trend did not affect the basic content of education, did not overcome the lag behind the fundamentally new living conditions of modern man.

The desire to respond to the challenge of modernity without changing the basis of content has led to the understanding of the need for a consistent transition to a personality-oriented, activity-based core of content based on the cultivation and formation of universal ways of mastering the world. This is consistent with the search for tools for building competencies.

Competence is a psychological neoplasm of the personality caused by the interiorization of theoretical and practical experience.

Competence is derived from competence and is understood as a specific area of application of knowledge, skills, abilities and qualities that together help a person to act in various, including new situations.

Modifying the mentioned concepts in the pedagogical context, they build a special terminological construction "educational competence" – the level of development of the student's personality associated with the qualitative development of the content of education.

The progressive development of international contacts and relations in politics, economy, culture and other areas determines the orientation of modern methods of teaching foreign languages to the real conditions of communication. Intercultural (social) competence is put forward as the goal of training, and the process of teaching a foreign language should be aimed at overcoming xenophobia and existing stereotypes, fostering tolerance towards representatives of other cultures.

According to the new state standards for a foreign language, the mandatory minimum content of basic educational programs, in addition to speech skills and language knowledge and skills, compensatory skills

and educational and cognitive skills, includes socio-cultural knowledge and skills.

There is no doubt that the inclusion of a national-cultural component in the content of teaching a foreign language requires adequate means for its assimilation. One of them is Proverbs and sayings, the use of which helps the teacher to effectively solve practical, General, developmental and educational tasks. The inclusion of such material also creates additional opportunities to encourage and maintain motivation to learn a foreign language, expand the horizons of students

Of course, studying a foreign language is the carrier of culture, native language, however, linguistic material enriches his background knowledge, he learns the elements of foreign culture that will allow him to be involved in integrative processes in the world.

So, based on the above, we should once again emphasize the fact that mastering a foreign language without getting acquainted with the culture of the country of the language being studied, with the mentality of people who speak this language, can not be complete.

Sociocultural competence-a component of communicative competence; a set of knowledge about the realities of the country of the language being studied, national and cultural features of social and speech behavior of native speakers; the ability to apply

this knowledge in communication practice and observe specific customs, etiquette, rules and behavioral stereotypes.

Components of socio-cultural competence:

*Socio-cultural knowledge (possession of information about the country of the language being studied, spiritual values, customs and cultural traditions, features of the national mentality)

* Communication experience (choosing the appropriate communication style, correct interpretation of foreign language culture phenomena)

* Emotionally involved attitude to the facts of foreign culture (including the ability to resolve conflicts that arise during communication)

* Knowledge of the ways of using the language, correct use of socially marked language units

The formation of socio-cultural competence occurs as a result of:

* expanding the volume of linguistic and regional knowledge due to new topics and issues of speech communication

* getting extensive knowledge about the country or countries of the language being studied, their science and culture, historical and modern realities, public

figures, the place of these countries in the world community and the world cultural space

* acquisition of skills and abilities related to the adequate use of language tools and rules of speech and non-speech behavior in accordance with the norms adopted in the country of the language being studied

Teaching a foreign language involves the formation of students' foreign language communicative competence.

According to I. L. BIM, communicative competence is the ability and readiness to carry out foreign-language interpersonal and intercultural communication with native speakers. Communicative competence as a multidimensional phenomenon consists of several competencies.

Traditions, language of other countries and peoples, when he can proudly present the culture and traditions of his people or the region where he lives, there can be no question of hostility, competition or superiority.

According to G. D. Tomakhin, socio-cultural competence implies familiarity of the student with the national-cultural specifics of speech behavior and the ability to use those elements of the socio-cultural context that are relevant for the generation and perception of speech from the point of view of native speakers: customs, rules, norms, social conventions,

rituals, social stereotypes, country knowledge, and others.

Socio-cultural competence involves:

- * Awareness that language is not only a means of knowledge and communication, but also a form of social memory, the "cultural code of the nation", the developed ability to compare the facts of language and the facts of reality;
- * Ability to see the cultural background behind each language unit;
- * Knowledge of the culture, history, traditions, customs of their people;
- * Ability to detect regionally significant lexemes and understand their role in the text. [2]

According to V. V. Safonova, the formation of socio-cultural competence is linked with the main goals of education: practical, developmental and educational. The educational task is the most significant, since its solution depends on the formation of a modern young person's feelings of patriotism and internationalism. [3]

The content of socio-cultural competence refers not only to the process of mastering a practical foreign language as a means of communication. It is possible to speak a language as a means of communication, but not to be guided by the General cross-cultural context

of foreign language communication, i.e. not to have formed knowledge about the history, culture, traditions of the country of the language being studied, ethno-cultural customs, rituals, symbols, and stereotypes. It is necessary to develop such abilities in schoolchildren that help coordinate their behavior in accordance with knowledge about the norms of behavior in another culture and avoid cross-cultural misunderstandings.

Thus, learning to communicate in a foreign language implies the acquisition of socio-cultural knowledge and skills, without which there is no language acquisition. For successful communication, it is necessary to possess the language means of the interlocutor (phonetic, lexical, grammatical skills) and General meaningful knowledge about the world.

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