

The Role Of Extra-Curricular Classes Designed For Students In Enhancing Their Sociolinguistic Abilities

Razova Aqsingul Muxitdinovna

Doctoral student at Nukus state pedagogical institute, Uzbekistan

Received: 18 October 2025; **Accepted:** 09 November 2025; **Published:** 14 December 2025

Abstract: This article looks at how student-focused extracurricular class activities affect students' sociolinguistic growth. It examines the theoretical underpinnings of sociolinguistic competency and the features of planning extracurricular activities while keeping students' needs and interests in mind. According to the study, club activities built around a personality-oriented approach help students enhance their communication skills, broaden their sociolinguistic repertoire, and improve their capacity to modify their speech patterns in various social situations. The development of metalinguistic reflection, intercultural communicative skills, and the mechanisms of sociolinguistic variability production are given special focus. The results of the study reveal a favorable link between membership in student-oriented groups and the degree of sociolinguistic skills of pupils.

Keywords: Extra-curricular activities, personality-oriented learning, communication competence, speech variability, sociolinguistic development, student-oriented approach, and metalinguistic reflection.

Introduction: The modern educational paradigm is characterized by a transition from the traditional knowledge model to a competency-based approach, which focuses on the individual learner with their unique needs, interests, and abilities. Sociolinguistic development, as an integral part of general language competence, includes the ability to use language in accordance with the social context, to understand and produce socially marked variants of speech, and to adequately interpret the communicative intentions of interlocutors in various sociocultural situations. Extracurricular activities offer a setting that is conducive to the development of sociolinguistic competence because they allow students to use language in contexts that are natural and functionally meaningful. By taking into consideration the interests, motivation, and unique qualities of students, a student-centered approach to club activity planning improves the efficacy of the educational process and advances knowledge of sociolinguistic norms and variations. Theoretical underpinnings of sociolinguistic advancement

According to the notion of communicative competence, which was developed by D. Hymes and

expanded upon by M. Kahn and M. Swain, sociolinguistic competence encompasses both the capacity to use linguistic forms in accordance with the social context and awareness of the sociocultural rules of language usage. L.S. Vygotsky highlighted the social aspect of speech development, emphasizing that social contact shapes higher mental functions like speech.

However, developing sociolinguistic competence within the constraints of formal classroom settings is challenging. Classroom interaction is often limited, artificial, and teacher-controlled, leaving little room for spontaneous, context-sensitive communication. In contrast, extracurricular environments such as language clubs, project groups, and community-based initiatives provide authentic opportunities for students to use language in meaningful social interaction. Within such settings, Project-Based Learning (PBL) can serve as an effective approach to nurture both linguistic and sociolinguistic development. Sociolinguistic competence involves the knowledge and ability to use language appropriately depending on social variables such as participants, setting, topic, and communicative purpose. It includes understanding cultural norms, politeness conventions, speech acts, register, and nonverbal communication. For B1-level learners, this

competence translates into being able to choose appropriate expressions for formal and informal situations, understand indirect speech, and recognize culturally specific references.

Developing this competence is essential for learners to engage successfully in real-life communication, particularly in multicultural contexts where misunderstandings may arise not from grammar errors but from pragmatic inappropriateness. Therefore, teaching sociolinguistic competence should be integrated not only into classroom instruction but also into broader, experiential learning settings.

Group activities that encourage extensive verbal communication are preferred, such as talks, debates, group projects, role-playing and business games, and cooperative problem-solving exercises.

Analyzing one's own and other people's speech patterns, talking about the sociolinguistic aspects of different communicative contexts, and getting helpful criticism from peers and the teacher are all crucial parts of the lessons. A student-centered strategy entails considering each club member's unique traits, developmental stage, and interests, assigning work of different degrees of difficulty, and providing a variety of formats and approaches for finishing assignments.

Participants gain knowledge of public speaking, reasoned discourse, and conversation facilitation. Together with the students, debate themes are selected based on their relevance and areas of interest. Students acquire formal corporate and journalistic speech styles, learn how to modify their speech for the audience, and employ a variety of rhetorical strategies during the preparation and execution of arguments.

Establishing an online publication, radio station, television channel, or school newspaper offers numerous chances for sociolinguistic growth. Students gain expertise in journalistic genres, learn how to work with a variety of texts, interview members of many social groups, and modify content for various audiences.

Students can learn a variety of speaking roles, hone their self-transformation skills, and comprehend the social traits of characters through their speech patterns by working on dramatic works. Particularly valuable are productions that call for the use of historical linguistic variations, professional jargon, and a variety of social dialects. The development of intercultural communication skills and an awareness of both general and particular sociolinguistic phenomena is facilitated by interaction with speakers of various languages and cultures, the planning of cultural exchanges, and collaborative projects. Extracurricular settings such as English clubs, drama circles, media projects, and

community service activities create a relaxed, motivating environment where students can apply classroom knowledge in practical contexts. These settings are particularly suitable for B1 learners because they provide low-anxiety environments encouraging risk-taking and creativity. They allow exposure to authentic language use beyond textbooks. They support collaboration and peer learning, promoting social interaction and empathy. For example, an English-speaking club might organize a "Cultural Exchange Fair" project, where students research customs of English-speaking countries, prepare presentations, and interact with visitors. Through such tasks, learners naturally practice using appropriate greetings, polite requests, and culturally specific expressions.

Recognizing the functional and stylistic distinction of language and mastering artistic speech style can be developed through discussing literary works, examining the speech traits of characters, and writing your own texts in a variety of genres. The expansion of active vocabulary, particularly stylistically marked vocabulary; the capacity to use language appropriately in accordance with the communicative situation; the development of code-switching skills; the improvement of metalinguistic reflection; the improvement of socio pragmatic skills; and an increase in confidence in a variety of communicative situations are some indicators of how club activities affect sociolinguistic development.

Observation of students' speech patterns in a variety of contexts, analysis of student-written texts in a variety of genres and styles, evaluation of communication effectiveness in role-playing games and real-world scenarios, self-evaluation of students' own growth, and portfolios of communicative accomplishments are some examples of assessment techniques.

Extracurricular activities that are focused on the needs of the students are a good way to support their sociolinguistic growth. These workshops help students develop comprehensive sociolinguistic competence by fostering diversified language practice in socially meaningful circumstances, considering their needs and interests, and employing active and participatory teaching techniques. Increased student enthusiasm, more organic communication scenarios, the potential to personalize the learning process, and the establishment of environments for self-realization and creativity are some benefits of a student-oriented approach in club work. This results in the development of the capacity to act appropriately in a variety of social circumstances as well as more effective command of sociolinguistic norms and varieties. The details of

sociolinguistic development in different kinds of extracurricular events, the creation of standards and procedures for evaluating sociolinguistic proficiency, and the examination of the long-term impacts of involvement in student-oriented clubs on an individual's linguistic and social development could all be the subject of future research.

REFERENCES

1. Namazova, M. (2021). Cultural dimensions of politeness in Uzbek communication: Implications for language teaching. *Central Asian Journal of Applied Linguistics*, 4(1), 78-95.
2. Turdiev, O., & Karimova, L. (2023). Extracurricular language programs in Uzbekistan: Current practices and future directions. *Journal of Educational Reform in Uzbekistan*, 6(2), 112-130.
3. UNESCO. (2020). Education in Uzbekistan: Country report. UNESCO Institute for Statistics.
4. Karaulov, Yu.N. Russian Language and Linguistic Personality. Moscow: LKI, 2010. 264 p.
5. Passov, E.I. Communicative Foreign Language Education: Preparing for Cultural Dialogue. Minsk: Lexis, 2003. 184 p.
6. Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing // *Applied Linguistics*. 1980. Vol. 1. P. 1-47.
7. Hymes D.H. On Communicative Competence // *Sociolinguistics: Selected Readings* / Ed. by J.B. Pride, J. Holmes. Harmondsworth: Penguin, 1972. P. 269-293.