

## DEVELOPING SOCIOLINGUISTIC COMPETENCE OF THE YOUNG LEARNERS WITH INTERNET RESOURCES

*Lola Ortukova*

*UZSWLU Master Department Student*

### Annotatsiya

Ushbu maqolada yosh o'quvchilarning ijtimoiy-lingvistik kompetentsiyasini Internet resurslari orqali rivojlantirish to'g'risida muhokama qilinadi. Maqola talabga ko'ra annotatsiya, kalit so'zlar, kirish, asosiy qism, xulosa va foydalanilgan adabiyotlar ro'yxatini o'z ichiga oladi.

Kalit so'zlar: sotsiolingvistika, kompetentsiya, yosh o'quvchilar, internet resurslari, modernizatsiya, ta'lim, ijtimoiy

### Аннотация

В данной статье рассматривается развитие социолингвистической компетентности младших школьников с помощью интернет-ресурсов. Он включает, как требование, аннотацию, ключевые слова, введение, основную часть, заключение и список литературы.

Ключевые слова: социолингвистика, компетентность, младшие школьники, интернет-ресурсы, модернизация, образование, социальные

### Annotation

This article discusses the Developing sociolinguistic competence of the young learners with internet resources. It includes, as a demand, annotation, keywords, introduction, main part, conclusion and reference list.

Keywords: sociolinguistics, competence, young learners, internet resources, modernization, education, social

### Introduction

It is commonly known that, Significant changes in the direction of education, its goals and content are reflected in various program documents and Federal State Educational Standards. Was accepted Federal Law "On Education", developed the

“Concept of Modernization national education for the period up to 2010”, in which a special attention is paid to changing the educational paradigm. For many years, the pedagogical community has accepted the so-called ZUN-paradigm of the result of education, according to I.A. Zimnyaya, which included "theoretical substantiation and definition of the nomenclature of the hierarchy of knowledge, abilities, skills, methods of their formation, control and evaluation" [1]. Now the goal of education, which correlates with the main task - to ensure the entry of a person into the social world and help him adapt in it, is to obtain a more complete personal and socially integrated result.

“This becomes possible with a competency-based approach. The concept of “competence” / “competence” acted as a general definition of such of the integral social-personal-behavioral phenomenon, as a result of education in the aggregate of motivational-value, cognitive components”. Thus, a new paradigm was formed the result of education.

### **Literature review**

Competency-based education has been developing since in the 70s of the last century in America. 1. In 1965, N. Chomsky introduced the concept of "competence" in relation to the theory of language, transformational grammar . Then comes the concept of "communicative competence"

2. (D. Himes), in 1970–1990 the concept of “social competencies / competencies” was developed. Researchers both in the world and in Russia distinguish from 3 to 37 (J. Raven) species. Education is based on the fact that the formation competencies become the end result of the education process. For different types of activities, researchers identify different types of competencies.

So, for example, the Council of Europe (1990) for linguistic competence / competence identifies strategic, social, sociolinguistic, proper linguistic and educational activities.

### **Methods**

Let us proceed directly to the definition of the sociolinguistic competitions and its formation among schoolchildren participating in educational and international project implemented between school number 12 in Perm.

(Russia) and the Borbeck Gymnasium for Girls in Essen (Germany)

Program for the exchange of students between these educational institutions is has been going on for three years now. Participants of the program live in guest rooms for ten days, families, get acquainted with everyday life, attend training sessions and participate in real life cultural program. However, the main role in the program for exchange is played by the joint project activities of Russian and German school children.

As you know, for the design method, the presence of problems is especially important. we, which is to be solved in the course of work. Before the first trip school children were interested in what the city of Essen could be interesting for participants in future trips. They were, in fact, the pioneers of data program and set ourselves the goal of creating, during the trip, Schuru "Our stay in Essen"

The participants of the next group (2014) drew attention to the fact the fact that the Ruhr area is Germany's main coal-mining zone, due to a large number of "dirty" industries was until 1950 environmentally the most unfavorable in the country. However, this did not prevent the city of Essen – one one of the largest industrial centers of the Ruhr - after 50 years the participants of the 2014 program from the German side thought out excursion program, which was closely related to the general theme of the project that. The topics of mini-projects were identified:

“Coal mining and steel viable industry of industrial production in the Ruhr area”, “Concern Thyssen-Krupp”, "Reconstruction of the former coal mines of the Ruhr on the example Zollverein mine”, “Restructuring of the former production and industrial buildings in Essen”, “Measures of environmental restructuring of Essen. The students worked in pairs: one participant from Germany, i.e.

### **Discussion**

German is his native language, and the second language is from Russia, with his native Russian and German as a foreign language. Such pair work undoubtedly

contributes to no verbal communication and interaction. From the quality of performance of paired tasks depends on the collective result, which is a serious motivation for project participants. For them, not only self-esteem is important, but also the assessment of other project participants and project leaders.

Teachers from both German and from the Russian side

It is they who develop tasks for the participants` project, formulate a topic and help in solving an adequate problem. During the excursion program, defenses were held every day mini projects. So, during the presentation of the theme of the mini-project "Coal the steel and steel industries of the industrial production of the Ruhr areas" students focused on statistical data. In the museum "Zeche Zollverein" speakers gave an example of improving the quality of the environment living environment of the Ruhr area, namely, they told that the closed unprofitable coal mines and other industries have been converted in the centers of family and cultural leisure: rock climbing centers, museums, sports complexes, etc.

### **Results**

The result of joint project activities was a brochure. "Industrial and environmental restructuring of the Ruhr area in the second swarm half of the XX century", which combined all abstract documents frets with photographic materials and statistical data.

Activities on the project theme had for Perm schoolchildren, undoubtedly of great practical importance, since the problem of environmental economic and industrial restructuring is also relevant for our city. to claim the title of "Europe's greenest city". How did it happen for such a relatively short period of time to change the ecological situation in a given industrial area? The solution to this problem formed the basis of a joint project activities of students from partner schools during the second visit and helped shape the theme of the forthcoming brochure Industrial and Environmental logical restructuring of the Ruhr area in the second half of the 20th century.

### **Conclusion**

We consider it possible to conclude that the creation and implementation of such kind of international project in which participants develop as personal learn to communicate and interact as equal partners, commingled with the basics of research work, contribute to the solution of global scoring task of education - entry into the social community and productive adaptation of our students in this world.

**Reference:**

1. Zimnyaya I.A., Key competencies - a new paradigm of results education [Electronic resource]. – URL: <https://aspirant.rggu.ru/article/html?id=50758> (date of access: 02/05/2015).
2. Chomsky N. Aspects of the theory of syntax. - M., 1972.
3. Zimnyaya I.A., Sakharova T.E. Project methodology for teaching English language // Foreign languages at school. - 1991. - No. 3. - P. 9–15.
4. New pedagogical and information technologies in the education system education / E.S. Polat [i dr.]. – M.: Academia, 1999. – P. 58.
5. Dagbaeva N.Zh., Ovchinnikova M.F. Formation principles sociolinguistic competence at the initial stage of a language university // Science Vector [Electronic resource]. - 2012. - No. 1(8). - S. 103–106. – [URL:https://edu/tltsu.ru/sites/sites\\_content/site1238/html/media69595/029\\_dagbaeva.pdf](https://edu/tltsu.ru/sites/sites_content/site1238/html/media69595/029_dagbaeva.pdf) (date of access: 09.02.2015).