

DEVELOPING THE SOCIOLINGUISTIC COMPETENCE OF FUTURE ENGLISH TEACHERS THROUGH THE USE OF CASE STUDIES

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Abstract: In the context of an intercultural approach in teaching foreign languages, communicative competence is viewed as a complex polymorphic concept that integrates a number of competencies. Sociolinguistic competence (SLC) is one of the most important components for future English teachers. Sociolinguistic competence is the ability of communicating effectively with others at the level of his/her development, aware of non-traditional factors such as the culture, lifestyle, general norms, history and other social situations of the representatives of the language with which he/she communicates, plays a role in ensuring successful communication. The article is devoted to developing the sociolinguistic competence of future English teachers acquired in case studies. And various types of case studies, its components and the conditions of language learning adaptation are considered.

Key words: Case Study, speech exercise, developing sociolinguistic competence, future English teacher, the communicative situation analysis, casual relationship, mistake correction, searching for information.

INTRODUCTION

In the context of an intercultural approach in teaching foreign languages, communicative competence is viewed as a complex polymorphic concept that integrates a number of competencies. Sociolinguistic competence (SLC) is one of the most important components for future English teachers. Sociolinguistic competence is the ability of a linguistic personality to organize his/her speech

behavior adequately to situations of communication, taking into account the communicative goal, intention, social statuses, roles of communicants and the communication environment in accordance with the sociolinguistic norm and the attitudes of a particular national linguocultural community [Riskulova,2018].

In terms of developing sociolinguistic competences of future English teachers, case studies are the most powerful student-centered teaching strategy which can provide a rich basis for developing students' intercultural and sociolinguistic competences, critical thinking, problem solving, communication and other life skills. The term 'case study' covers a wide range of problems posed for analysis that students are required to make decisions about how they would respond to complex situations involving difficult choices. 'Case studies are, by their nature, multidisciplinary, and "allow the application of theoretical concepts...bridging the gap between theory and practice" [Davis & Wilcock]. Working on cases requires students to research and evaluate multiple sources of data, help teachers to assess students' ability to synthesize, evaluate, and apply information by forcing them to make difficult decisions about cultural dilemmas. Case studies increase student proficiency with written and oral communication, as well as collaboration and team-work. "Case studies force students into real-life situations," training them in managerial skills such as "holding a meeting, negotiating a contract, giving a presentation, etc" [Daly, 2002].

Situational analysis is widely used in teaching practice. This is a method of quantitative and qualitative analysis of the situation in the West. By applying situational analysis, the researcher does not need to recruit a large number of case studies. It is enough for him to select one to consider it from all possible points of view. For a number of research problems, Case Study turns out to be the most economical and reliable method [Polat, 2007].

The study of the origin of the method for studying specific situations (cases) shows that it arose at the beginning of the 20th century at the Harvard University business

school as a kind of transposition of the technology of training lawyers, which had been established by that time, for training managers. The main feature of the method was the study of precedents by students, i.e. past situations from legal or business practice. Particular emphasis was placed on the independent work of students, in the process of which an abyss of practical material was viewed and analyzed. By the middle of the last century, the method of studying specific situations acquired a clear technological algorithm and began to be actively used not only in American, but also in Western European business education.

One of the definitions of the method was formulated in 1954. It is a teaching method, when students and instructors participate in direct discussions on problems or cases (cases) of business. Case examples are usually prepared in writing as a reflection of current business problems, studied by students, and then discussed by them independently, which provides a basis for joint discussions and discussions in the classroom under the guidance of a teacher. The Case Studies method thus includes specially prepared teaching materials and special techniques (techniques) for using these materials in the educational process [1].

Today, two classic case study schools coexist - Harvard (American) and Manchester (European). Within the framework of the first school, the goal of the method is to teach the search for the only correct solution, the second presupposes the multivariate solution to the problem.

It is characteristic that the method of studying specific situations is considered as a process with the allocation of such its main components as “discussion”. Followers of the method traditionally use Case Studies in teaching on the basis of the principle of “the movement to the truth is more important than the truth itself.”

A.M. Zobov sees an ideal concrete situation as follows:

- a typical, but entertaining story of a particular business or an existing case from the history of this business;

- internal intrigue, puzzle that needs to be solved;
- an abundance of information, the analysis of which is not trivial and requires the search for additional information;
- an actual problem that can give a continuation of the situation in the future.

E.S. Polat also takes into account the following factors of the situation. The case precedes the situation should be relevant to the present day and should not be long in content; evoke sympathy for the main character; contain a dialogue that demonstrates the personal relationships of the speakers; take into account the interests of students; reflect certain didactic goals; presupposes an obligatory solution to the problem inherent in it [Polat, 2007].

According to their purpose, specific situations in their most enlarged form of cases can be divided into:

- Illustrative, descriptive;
- Analytical, explanatory;
- Associated with decision-making, research (exploratory).

In the exploratory type, data collection usually precedes the formulation of tasks and hypotheses. This kind of specific situations is seen as preparation for the research being undertaken. Explanatory Case Studies are convenient when studying the causes of a particular situation, when in very complex and multivariate cases that we can use the technique of acting according to the model. The descriptive approach requires the researcher to begin the study of situations with a theoretical description, with an attempt to anticipate the problems that may arise when studying Case Studies [Polat, 2007].

At the end of the 20th century, the method of studying specific situations began to be applied not only in teaching management, economics and law, but also in

teaching sociology, pedagogy and psychology as well. Since situational analysis was originally used to develop critical thinking, it was widely used in teaching foreign languages to develop the general culture of students in technical and philosophical disciplines. In the USA, the case method for teaching a foreign language is currently being developed and applied by B.L. Leaver, M. Ehrman, B. Shekhtman [Leaver, 2005], as well as other representatives of the American case-study school. In Uzbekistan, the method of studying specific situations is used so far in higher education in the depths of which this interactive method was developed.

With regard to the formation of sociolinguistic competence of future English teachers in independent education, the research method was implemented when performing research Case Studies, which also combine descriptive and explanatory features. It is important for the teacher to lead the trainees to an awareness of the existence of a problem and the need to solve it, which requires a problem situation. Discussion of the problem situation, the formulation of the problem, the search for ways to solve it and the solution of the problem itself are possible with active speech interaction of students with each other and with the teacher as with equal speech partners.

In the process of solving the problem, the teacher provides assistance at all stages of working with educational material; provides for the variability of educational and other problems and ways to solve them; informs students about the essence of the actions they perform, about the repertoire of their mental operations; encourages trainees to be aware of their actions based on reflection.

The essence of the research method, in contrast to the method of problem presentation, is that the teacher develops and offers students problem communication and cognitive tasks of a research nature. Students realize and analyze the proposed problem, isolate the missing data on the basis of the analysis,

plan approaches to its solution, and argue for the decision. We believe that the Case Study is designed to implement this teaching method.

Case Studies, considered as speech exercises, are concretized in the tasks of analyzing the sociolinguistic conditions of a communicative situation, establishing cause-and-effect relationships, establishing and eliminating errors that prevent the choice of the correct register in communication. In the course of completing these tasks, students can discover fundamentally new information or explore what is already known, the main thing is that the mechanisms of creative thinking are involved and students acquire research experience. Comparison of the studied phenomena in the native and studied culture, the study of the problems of intercultural communication and introduction to a different national-linguistic-cultural community by assigning someone else's speech experience based on the acquired sociolinguistic knowledge, skills and abilities is of a certain value when performing creative tasks.

RESULTS AND DISCUSSIONS

The technology developed by us for the formation of sociolinguistic competence of future English teachers through independent education involves three stages, which correspond to the stages of work on speech material proposed by E.I. Passov [Passov, 1985] Within the framework of the communicative methodology of teaching a foreign language, this is a stage in the *formation of sociolinguistic knowledge*, a stage in *improving sociolinguistic skills* and a stage in the *development of sociolinguistic competence*. We have used this technology (a social multimedia literacy circle) in our research on the educational and social platform www.new.edmodo.com which was successfully implemented as independent education for the purpose of the developing of sociolinguistic competence of the third and fourth year course students of Namangan State University, Fergana State University, Kokand State Pedagogical Institute and Andijan State University.

A social multimedia literacy circle is one of our developed technologies of independent education in the development of the sociolinguistic competence of future English teachers. It is a technology of students' self-controlled work including, case studies, authentic materials such as books, essays, stories, magazines, journals, publications which evoke students to acquire shared experiences that are peculiar to a certain culture and work with authentic multimedia on learning management systems (LMS) on the platform www.new.edmodo.com. The work was based on the principle of immersion in an authentic language environment where all students were shared with the materials to read (excerpts from documentary videos, feature films, conference lectures, comedy sketches, songs, social advertising videos, etc.), to discuss various case studies, complete tasks, vote, take quizzes and participate in the discussions which was controlled by the teacher out of the classroom aimed at developing students' sociolinguistic competence in controlled independent education.

At the stage of developing sociolinguistic competence of future English teachers within the framework of the research method, we proposed to use the Case Study as a technique that implements the principle of problematicity. In didactics, Case Study (in one of the interpretations - the study of specific situations) is considered as a teaching method based on the analysis of practical situations, which has become one of the main technologies of business education. In foreign publications within the framework of humanistic pedagogy, there are such varieties of the method as case stories and the case method. The case study method is a type of decision-making learning using the analysis of a specific situation, taken from practical activities [Polat, 2007]. As an example, samples of case studies that we have used on Edmodo are given in the followings:

Case study

Respond to the case in writing. The following points may guide you:

1 What kind of culture clash is described?

2 Why do you think this situation has happened?

3 What suggestions can be made to resolve the conflict?

Welcome to tea party

Rano and Lobar came to the USA to study for 3 months on a language holiday course. They were both happy to be there. They liked New York very much. They got acquainted with their course mates who were from other countries. Mr. Brown, their instructor decided to invite them to tea for team building. The announcement said "Welcome to Tea at 6 p.m. Restaurant "Inspiration". Rano and Lobar read the announcement and decided to go shopping after classes to spend the time till Tea. They wondered doing shopping and found out that it was almost 5:30 when they rushed to the restaurant. As they did not know the way to the Restaurant they asked people on the way. But people said just "Sorry. Don't know. New York is big. Sorry." Rano was astonished "How is it possible not to know where the Restaurant is". Lobar agreed with her. When they hardly found the place Mr. Brown and other coursemates were there mingling around getting acquainted and holding their cups of teas. Rano and Lobar apologized and greeted everybody. Mr. Brown welcomed them and took them to the bar where they were given their cups of tea. The girls thanked Mr. Brown and they started talking. The girls were tired after shopping and moreover they were hungry and their eyes were searching a table full of meals. A young man Jean Carlo from Peru approached them and started talking to Mr. Brown. Rano's stomach made noise. Rano whispered to Lobar "Can you see something to eat." Lobar "No, nothing. Maybe they have already had the meal". Rano "You think they have had?" Let's ask from Jean Carlo. Mr. Brown went away." They asked Jean Carlo if they had had a meal and got answer "No, We are invited to Tea. I am not sure if we should have some meal." Rano "Why? Why not a meal? Some sweets? Or at least some why not some fruits? Why then we are invited to "Tea". " Jean Carlo didn't know what he should say and was just looking at girls astonishingly. Mr. Brown heard a little

of their talk and invited girls to the bar and bought them cookies. The girls were holding their cookies and teas searching a place to sit to have their cookies. Girls went to the high tables wispeariinig “why such a restaurant doesn’t have an ordinary table with chairs...”

(taken from Cultural Bridges, Course book on intercultural competence by Mamura Alimova, Namangan 2018, p.14)

Case study

Read the situation and answer the given questions:

Laylo an Uzbek girl from the countryside of Uzbekistan was given an opportunity to study in the USA. She was a calm, shy girl who loved poetry and literature. That is why she decided to be an English teacher and improve kids' English via English literature. It was her first time being in the USA and she felt homesick. The first thing that made her shocked was that how students call the teacher. Just with the first name Tom. Another thing that was strange for her was that students come in and go out without getting permission from the teacher. She didn't miss a class, took notes during the lessons, and submitted all written tasks required. However, she wasn't so active in class and she had a lack of confidence in oral presentations. When the scores started being announced she found out that her score was F. Laylo was confused by not knowing what is D and why D?

Why did the confusion happen?

What is the difference between educational culture in the USA and Uzbekistan?

(taken from Cultural Bridges, Course book on intercultural competence by Mamura Alimova, Namangan 2018, p.16)

The principles of material selection were selected according to the personal interests, needs and the level of students' language proficiency. The interactive

component and the algorithm of the social multimedia literary circle assume the following stages of action:

- 1) Independent reading of the shared case studies, where students are encouraged to think critically to solve the cases and discuss/argues the cases collaboratively once in a week on the platform;
- 2) Compilation by students of an individual dictionary of new words and expressions, unknown sociolinguistic phenomena in the case studies that will be needed for a summary of what have been read, discussed and solved.
- 3) Active involvement in the case study discussions on the platform collaboratively.
- 4) Writing comments on the case studies read and watched in videos and creating their own case studies that can be used for further group discussions.

In addition, the control and diagnostic component of this technology is the methods and forms of control of students' independent education were controlled on the platform www.new.edmodo.com;

CONCLUSION

Thus, at the stage of the development of sociolinguistic competence of future English teachers in controlled independent education, the use of Case Studies ensure the presence of a strategy and tactics for communicants, actualizes the relationships of communication participants, determines the productivity of statements and contributes to the development of speech activity and independence.

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