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**FORMATION OF SOCIOLINGUISTIC COMPETENCE OF TOURISM SPECILATY
STUDENTS IN THE PROCESS OF TEACHING ENGLISH**

Abstract. *Language and society are inseparable. Any society has its own specific language to communicate with each other. The connection between language and human society is so close, so language research must be connected with human society and social culture, namely, we analyze language from the perspective of society. The present study is conducted to form sociolinguistic competence of Kazakhstani students at English lessons. Research was applied with the students of International University of Tourism and Hospitality located in Turkestan, Kazakhstan during in spring term of the 2022-2023 academic year. The students take a placement test before the course began, and sociolinguistic approaches curriculum is designed in accordance with the students' language level, age, needs, and interests, learning styles and learning preferences. Lessons were organized to form Kazakhstani students' sociolinguistic competence to learn English well through forming productive skills.*

Keywords: *sociolinguistics, competence, communication, language learning, representatives of different cultures*

Introduction

Today, with the steady development and improvement of methods of teaching a foreign language in philological universities, the need to include sociolinguistic factors in the methodology and learning process is becoming increasingly relevant. The very concept of competence in the system of modern higher education is very relevant in connection with the intensive development of information technology, which has led to significant changes in the sphere of economic activity and everyday life of people. This factor has led to an increase in the need for training highly qualified and proactive specialists.

Competence includes competencies that cover all spheres of a person's life, his social and professional-labor relationships. In the education system, competencies are usually differentiated into general cultural competencies, reflecting the general level of cultural and educational preparation of students, and professional competencies, which is due to the interrelationships between the formation and development of competencies with the academic subjects being studied.

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As is known, sociolinguistic competence reflects the sociocultural conditions of language use (orientation to social norms of communication between different generations, genders, classes and social groups, the design of rituals) and influences verbal communication between representatives of different cultures. In other words, sociolinguistic competence is the ability to use and transform linguistic forms according to the situation.

Sociolinguistics became a branch of linguistics in the 1960s as a wide-ranging interdisciplinary [1]. As a branch of macro-linguistics, sociolinguistics studies languages in relation to social factors, such as social class, educational level, age, gender, race and so on. It deals with the language as a part of society and explores how to relate the rules of language with social factors as its basic task. In simple words, sociolinguistics studies the use of language in society and its related issues. As J. A. Fisherman (1971) says sociolinguistics studies on who uses what kind of languages to what kind of people in what time [2].

One of founders of modern sociolinguistics, American sociologist W. Labov, states that, in recent years an approach to linguistic research has been developed where attention is focused on the functioning of language in the community of its native speakers and the purpose of which is to create a language theory suitable for explaining relevant facts in his work [3]. It clarifies that the focus of the research here is not on the language as such, not on its inner shape and inventory of linguistic means, but on how representatives of a particular society speak in their the language.

Yasemin defines sociolinguistics as the branch of linguistics which deals with the aims and functions of language in society [4]. It attempts to explain how language differs from one context to another across geographical borders and how people in one context communicate with people in other contexts (e.g., non-native speakers; and so on). Tagliamonte states that sociolinguistics is the interaction between language, culture, and society. Depending on the focus, virtually any study of language implicates a social relation because without this human component language would not exist itself [5]. The language is linked to the interaction between language and culture; language and social phenomenon. According to Spolsky, sociolinguistic is the study of the link between language and society, language variation, and attitudes about language [6]. This idea was supported by Hudson defined as a study of the relationship between language and social factors such as class, age, gender and ethnicity [7]. Whereas Bell defines it as a branch of anthropological linguistics that studies the way the language and culture are related, and how language is used in various social contexts. The study of language relation to its social-cultural context sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context on the way language is used.

In all these definitions, it is obvious that sociolinguistics is a discipline that makes a link between sociology and linguistics. It is a branch of sociology and as a concept; it is concerned with how language use is a determinant of a given society's linguistic requirements [7]. Sociolinguistics show groups in a given society are separated by certain social variables like ethnicity, religion, status, gender, age and level of education and how adherence to these variables is used to categorize individuals in social classes. The social study of language is a modern linguistic paradigm because it was the modern linguist who first acknowledged and accepted that language by its nature is totally a social phenomenon [8]. All definitions mentioned above demonstrate that sociolinguistics is related to language use and a society's response to it.

Sociolinguistics and English teaching have a long-time and close relation. For example, Yang Yonglin (2004) points out that first, from the angle of theoretical reference, Hymes' Communicative Language Teaching, Labov's sociolinguistic theory of variant, etc. all provide

references for English teaching. Second, from the angle of research, sociolinguistics have extended the observe scope from the concrete use of language in the social context to the influence of cultural and social factors on the environment of foreign language acquisition [9]. Thus, sociolinguistics and English teaching become increasingly interconnected to each other in recent years. It does not only provide new theoretical views for the research of English teaching, but also concretizes guidance for English teaching practice [10].

The importance of social and cultural aspects in language teaching cannot be too emphasized in sociolinguistics. Sociolinguistics emphasizes the language utilization, highlights the communicative skills and deals with language in its relation to society and culture, for every language is the reflection of a certain culture and has profound cultural connotation [11]. Therefore, English has become a structural component of education at universities, secondary, high school, and in primary schools as well. Learning English at school is a complex process of forming a new speech system, which begins to coexist and continually interact with the developed system in native language [12].

Concluding the all-spoken above, sociolinguistics has great impact on English teaching. Sociolinguistic competence is the ability to make a choice of language forms, use them and transform them in accordance with the context, situation. This competence reflects the socio-cultural conditions of language use and has a great influence on speech communication between representatives of different cultures.

Research methods

One of the most effective means of forming sociolinguistic competence in a language learning class is preparing students for a dialogue of cultures. That is, their communication with people from other countries. Communication with representatives of another country implies communication with another culture. Therefore, students should not only know the language as a whole, but also its features related to the culture, history and traditions of this country. At the same time, oral communication skills are more important, and in particular the skills and abilities of dialogical speech, since real communication is mostly dialogical. This can also be implemented by the use of stable phrases, set expressions and phraseological units [13]. The goal in this case will be to form students' skills to carry out oral communication in a variety of situations, using stable phrases to revitalize the communication process.

When teaching oral speech, it is necessary to strive to reach the level of authentic communication, which implies the presence of sociolinguistic competence. This type of communication involves the use of reproductive-productive and productive exercises [13].

To optimize the process of forming sociolinguistic competence, a variety of communicative techniques help to ensure real communication in an educational environment that best correspond to the creation and development of speech communication situations. Among such techniques, it is possible to distinguish the solution of problem tasks, discussions, writing stories, role-playing games [14].

The process of working with stable phrases and set expressions may include the following steps.

1. Familiarity with a stable phrase and a set expression. Students pronounce a phraseological unit, write it down and give a translation. Students may also be asked to consider a picture describing this phraseological unit.

2. Familiarity with the features of a stable phrase, its primary consolidation. Grammatical and

structural features, the correspondence of this stable expression with its Kazakh equivalent, a detailed explanation of the translation features, the origin of the phraseological unit in order to explain its meaning are analyzed. At this stage, teacher can also apply exercises to interpret the meaning of the phraseological unit in English. All work is accompanied by exercises aimed at consolidating the educational material.

3. Fixing a phrase and a phraseological unit in speech. Students are invited to read a text, a situation, listening to sentences, a text, or best of all a dialogue with a given phraseological unit. Then, students first independently compose sentences with phraseological unit, after which they compose a dialogue or a situation using the studied stable phrase [15].

An important task of the teacher in this case is the use of techniques aimed at fixing, as well as the creation of conditional situations involving the use of the studied stable expression, phraseological units in speech [16].

The study of the phrases can be carried out within the framework of the subject of the English language learning process. For example, such phrases as “the ship of the desert (camel)”, “the king of the beast (lion)” can be studied in the process of studying and working on vocabulary on the topic "Animals", and then used in teaching types of speech activity within the same topic. Stable expressions can be studied together with the study of lexical material on a particular topic, thereby expanding the horizons of students, their linguistic and communicative abilities and, accordingly, forming basic competencies, including sociolinguistic [17].

For the formation of sociolinguistic competence in language learning classes, the following types of exercises devoted for the consolidation of the phraseological units and set expressions can be applied.

Exercise 1. Choose the correct translation of the proverbs and sayings:

1. *Out of sight, out of mind*
 - a. *Көзден кетсе, көңілден кетер;*
 - b. *Кесел батпандап кіріп, Мысқылдап шығады*
 - c. *Ештен кеш жақсы*
2. *All roads leads to Rome*
 - a. *Қызыл тіл Римге жеткізеді;*
 - b. *Өз үйім-өлең төсегім;*
 - c. *Ерте тұрған адамның бір ісі артық.*
3. *All is not gold that glitters*
 - a. *Жылтырағанның бәрі алтын емес;*
 - b. *Әр нәрсе өз уақытында жақсы;*
 - c. *Бір қарын майды бір құмалақ шірімеді.*
4. *Cut your coat according to your cloth*
 - a. *Көрпеңе қарай көсіл;*
 - b. *Қыс шанаңды, жаз арбаңды сайла;*
 - c. *Жел болмаса шөптің басы қимылдамайды.*
5. *Appearance is deceitful*
 - a. *Мал аласы сыртында, Адам аласы үшінде;*
 - b. *Қарға баласын аппағым дер, кірпі баласын жұмсағым дер.*
 - c. *Басы қатты болса, аяғы тәтті болады.*

Exercise 2. Match the English proverbs with their Kazakh equivalents

A friend in need is friend indeed	Еңбек етсең ерінбей, Тояды қарның тіленбей
Custom is a second nature	Не ексең соны орасың
As you sow, so you will mow	Өмір-қысқа, өнер-мәңгі
All are not saints that go to church	Ауру қалса да әдет қалмайды
Life is short, art is long	Адал дос басыңа іс түскенде танылар

Another way of teaching phraseological units or idioms is to ask students to match the idioms with their meanings as given below:

Bird brain	A job, task or activity that is pleasant, easy or simple
As fit as a fiddle	Not the type of thing the person likes
Not one's cup of tea	A lazy person
A piece of cake	Occurring very rarely
Once in a blue moon	In good physical health
Couch potato	A person who is not smart; a person who acts stupidly

The purpose of this exercise is to explain phraseological units. Students should, without the help of a teacher, compare phraseological units with their meaning. This task involves the use of a wireless way of fixing phraseological units through their explanation. In addition, the teacher should focus on the pronunciation and grammatical features of these units of speech. If difficulties are found in comparing the values of phraseological units, it is possible to turn to Kazakh equivalents.

Exercise 3. Paraphrase the sentences using the idioms:

1. *My grandfather is 86, but he is **in good physical health**;*
2. *His little sister is **a lazy girl**; she even doesn't want to wash her teeth;*
3. *She admit that sometimes she **acts stupidly**;*
4. *They visit the sightseeing of their hometown **very rarely**;*
5. *For me, writing an essay is **a pleasant, easy or simple thing** to do.*
6. *Listening to music is **not the type of thing he person likes**.*

The exercise allows students to replace the selected phrases with previously studied phraseological units with an antonymic meaning. Understanding the opposite meaning of phraseological units implies a high level of proficiency in these units, and, consequently, their direct meaning. When changing sentences, students pay special attention to the grammatical features of phraseological units and their functioning with other words in the sentence. Moreover, in some cases, such as in the second sentence, students will have to change the entire phrase, which also shows the level of understanding of the meaning of phraseological units.

Exercise 4. Read the English phraseological units (proverbs) and explain their meanings in English. Are there any equivalent of the given proverbs in Kazakh?

1. *All cats are grey in the dark;*
2. *Curiosity killed the cat;*
3. *East or West, Home is best;*
4. *There is no smoke without fire;*
5. *Everything is good in its season;*

Exercise 5. Choose one of the set - expressions and explain its meaning:

1. *As blind as a bat;*
2. *As slow as a snail;*
3. *As cold as a stone;*
4. *As mad as a hatter;*
5. *As pretty as a picture;*

Exercise 6. Read the text, replace the set expressions underlined in bold with the corresponding phraseological units:

*It was a lovely day. I expected that day during the whole month. My holidays were over and now I was looking for the day and for the hour when I could enter my house and see my parents and brother. I really missed them. I missed my favorite things and my hobbies. To my mind, **it is always good to visit the other places, countries, but home is always nearer to everybody.** When I thought about my house, my soul was happy and I smiled. (*East or West, Home is best*) [18].*

By fulfilling these tasks, students search proverbs and sayings, phraseological units independently and replace them with their equivalents in their mother tongue. Without saying, it would contribute to the consolidation of phraseological units in the memory.

The formation of sociolinguistic competence is undoubtedly necessary, since there is no practical language proficiency without sociolinguistic knowledge and skills. In addition, the sociolinguistic component is an incentive to increase the effectiveness of teaching students at all stages of secondary school.

When forming sociolinguistic competence, the use of various exercises with phraseological units is relevant since the phraseological unit is an important component of the sociolinguistic component. Phraseological units become a kind of reflection of the culture and language of a certain people. Phraseological units fill gaps in the lexical system of the language, which cannot fully provide the name of the (new) sides of reality known by man, and in many cases are the only designations of objects, properties, processes, states, situations, etc.

Results and their discussions

Experimental work on the formation of sociolinguistic competences in teaching English to Kazakhstani learners was carried out owing to the great assistance of the English teachers of the department "Languages" of the International University of Tourism and hospitality. Two groups (control and experimental) of 3rd-year students of the specialty "International and Domestic Tourism" were selected. The experimental work took place within 3 months at the university.

In our turn, we decided to make use of living and figurative idiomatic expressions of folk wisdom (phraseological units, proverbs, sayings, etc.) as their use helps to more successfully form sociolinguistic competence in teaching a foreign language. This stimulates interest in the language and culture of its people, promotes the education of students in the context of the "dialogue of cultures", increases the cognitive motivation of students and the ability to communicate in a foreign language, promotes the formation of personality [19]

The analysis of typologies of idiomatic expressions (folk wisdom) reflecting the national character of the English and studied through authentic materials allowed us to assume the great importance of the role of these expressions in the formation and improvement of sociolinguistic competence in teaching English. We had to confirm this hypothesis during the practical part of our research.

For the psychological evaluation of the effectiveness of figurative idiomatic expressions to form sociolinguistic competences, we identified our criteria. In order to give this very evaluation,

different methods are used. The methods of scientific research are those methods and means by which scientists receive reliable information, which are used later to construct scientific theories and develop practical recommendations [20].

During stating the experiment, we put forward the solution of the following tasks: a technique of experimental works on the target problems, correctness of selection of a training material for the lingua-cultural growth was specified, aspects promoting the development of language and cultural knowledge by using sociolinguistic approaches in the process of teaching English were revealed and directions on the development of language-cultural competences were defined during preparation. The solution of these tasks was carried out by means of a complex of methods confirming reliability of theoretically reasonable model of developing language and culture knowledge in teaching English.

The following methods of diagnostics were selected by us: questioning, testing, interviewing, ranking, conversation, supervision, expert estimation, self-diagnostics, performance of tasks, results of credits and examinations, analysis of products of pupils' activity, interview of the teachers. The choice of any methods of diagnostics was carried out depending on estimated criteria and indicators that characterize them.

In definition of an initial condition of *components* of developing language and culture knowledge in the process of teaching English we relied on the situation where interest to mastering English figurative idiomatic expressions further continuous system education and self-education of the identity, development of necessary significant qualities. Therefore, we carried out questionnaire and interview which is designed to reveal the reasons of choosing language and culture knowledge development based on the English idiomatic expressions. The data are displayed in *Table-1*.

Table 1 — Students' attitudes to the use of idiomatic expressions to form sociolinguistic competence

Criteria	Positive attitude in%	Negative attitude in%
1	2	3
The possibility of obtaining knowledge	100	0
Convenience of obtaining knowledge through the use of figurative idiomatic expressions	74	26
Constant communication with the teacher	44	56
Opportunities for education on a material basis	5	95
Comfortable conditions for the creativity of students	12	88
Absence of teacher's dictatorship	13	87
Simplification of the material explanation in the learning process	63	37
Stimulating personal development	12	88
Stimulating learners' communicative competence	59	41
The standard for the development of oral speech	95	5
The possibility of involving the whole learners in the learning process	13	87

continuation of Table 1

1	2	3
Strengthening the motivation of learners to the language acquisition	28	72
Degree of achievement by students of their goals	85	15
Level of students' independence in mastering the study material	96	4
Attraction of low-level students	100	0
Ease of obtaining new knowledge	89	11

Thus, students, in general, expressed a positive attitude towards language learning with the help of figurative idiomatic expressions. When choosing the form of training (anonymous questionnaire) by figurative idiomatic expressions or without them, 69% of respondents preferred the first type of training, taking as a basis the possibility of forming sociolinguistic competence (Figure 1).

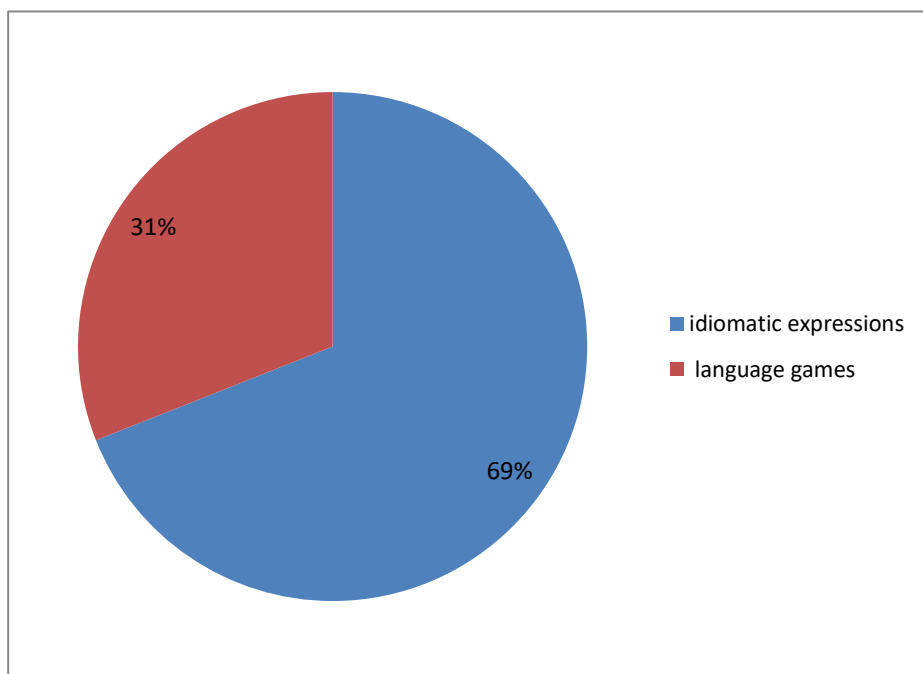


Figure 1 — The priority of figurative idiomatic expressions over other language activities

Research and thorough analysis of the data obtained showed that the main motive of studying English practically all students questioned want to have possibility to improve their knowledge of foreign languages and culture, to get prestigious profession, possibility of travelling abroad and therefore, after graduating the university majority of pupils prefer to have high level of sociolinguistic competence.

Having analyzed the condition of initial level of knowledge of the students on figurative idiomatic expressions we came to conclusion that they were acquired at low and average level. The research outcome of defining the knowledge level on figurative idiomatic expressions in the process of teaching English is presented in the following table (Table 2).

Table 2 – Initial levels of figurative idiomatic expressions knowledge

Level	Number of students having knowledge on figurative idiomatic expressions (%)		
	Motivation-value	Substantial	Procedural
Low	73,2	71,7	72,3
Average	26,8	28,3	27,7
Required	-	-	-
High	-	-	-

To reveal a general level of knowledge on figurative idiomatic expressions, we gave four criteria characterizing a condition of knowledge which corresponded to formation level, i.e. to their qualitative description: low, average, required and high.

Thus, the experiment results indicated that mainly low level of knowledge on figurative idiomatic expressions in the process of teaching English as key in their activity that makes essential the organization and carrying out of experimental work on the enhancement of using sociolinguistic approaches in the course of teaching English for checking of efficiency offered in the research of system and a technique, and approbation of the pedagogical conditions revealed in complete pedagogical process.

At the ascertaining stage, we have developed a set of tasks that include working with authentic texts of English electronic newspaper media (pre-text, text and post-text exercises) and the final project-a newspaper with headlines-idioms.

Upon completion of the first stage to form sociolinguistic competence in the process of teaching English, the discussions, survey, expert evaluation on revelation of knowledge level of experimental and control groups together are given below in *Table 3 (Figure 2)*.

Table 3 – Results of the first stage of experimental work on forming sociolinguistic competence in teaching English based on figurative idiomatic expressions, in percentage:

Levels	Control group (%)	Experimental group (%)
Low	65	52,1
Average	35	47,9
Required	-	-
High	-	-

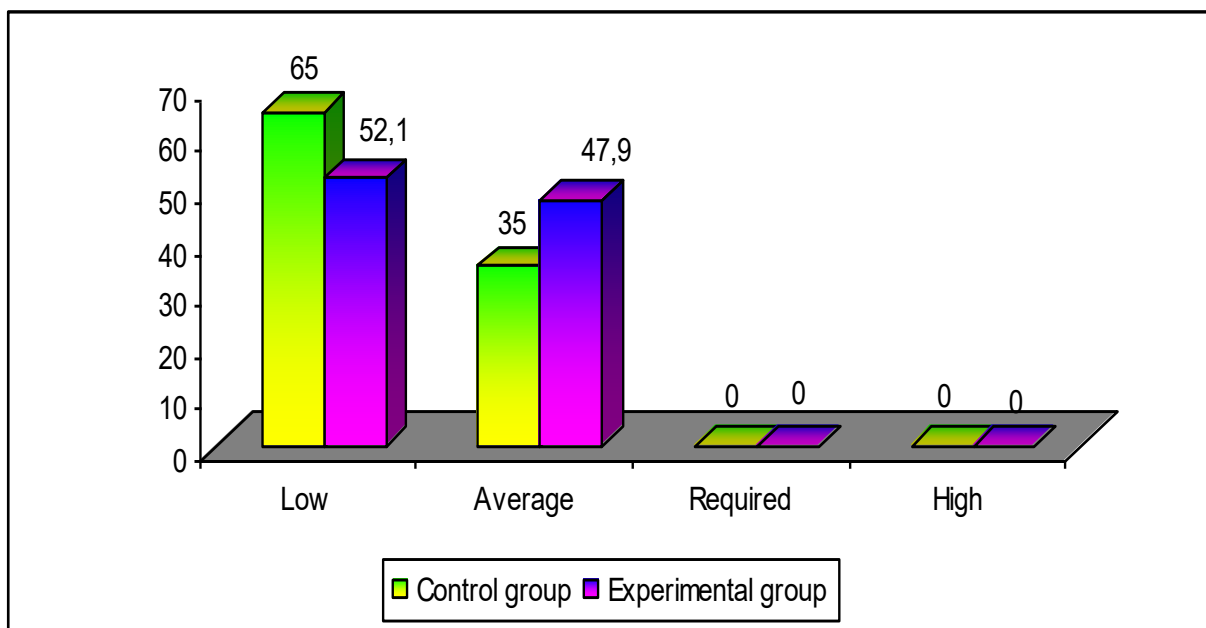


Figure 2 – Results of the first stage on forming sociolinguistic competence in teaching English based on figurative idiomatic expressions

These tables and their images on the diagram demonstrate that the number of students in experimental group with the average level of knowledge (52,1%) was considerably increased and the number of students with low level (47,9%) was decreased. At the same time, there are still no students with required and high levels of knowledge that, in our opinion, is explained by the fact that students learned English activity not profoundly. Meanwhile, the analysis of questionnaires, results of conversations and expert evaluations showed on manifestation of the interest based not only on the desire to master figurative idiomatic expressions , but also on acquisition of English in their practical activity in all its complexity and multi-aspects at necessary and high level.

As part of the next formative stage, practical classes were held in two groups — control and experimental. In the experimental group (EG), classes were held with a complete set of tasks developed by us, in the control group (CG) - only according to the existing program. Upon completion of the second stage, we carried out the second section on identification of knowledge level in the process of teaching English (Table 4, Figure 3).

Table 4 – The results of the second stage of experimental work on forming sociolinguistic competence in teaching English based on figurative idiomatic expressions:

Levels	Control group (%)	Experimental group (%)
Low	55,6	42,4
Average	44,4	43,5
Required	-	14,1
High	-	-

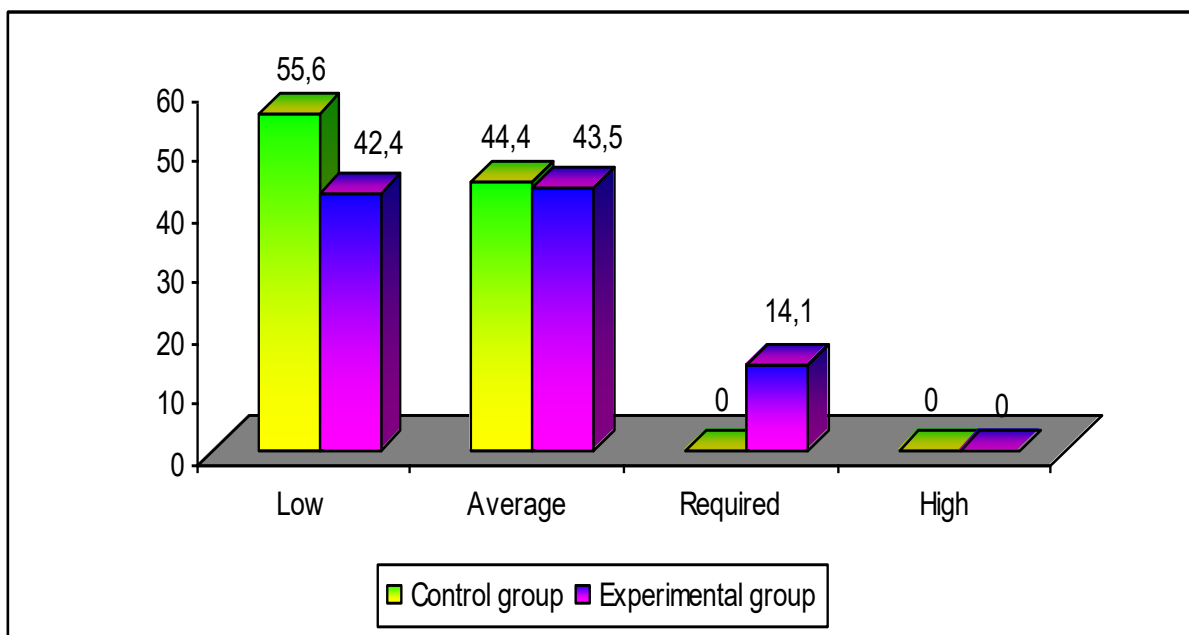


Figure 3 – Results of the second stage on forming sociolinguistic competence in teaching English based on figurative idiomatic expressions

The above-stated results testify about efficiency of using figurative idiomatic expressions and systematic introduction of pedagogical conditions in forming sociolinguistic competence in the process of teaching English that was reflected in dynamics of levels of formation of this integrative quality in experimental group. However, the small percent (14,1%) of students at required level and lack of indicators at high level is explained in our opinion by the fact that the language knowledge gained by students isn't presented in complete system that doesn't allow them to develop practical and communicative skills.

In this regard, during the third stage we have developed a set of tasks that include working with authentic texts of English electronic newspaper media (pre-text, text and post-text exercises) and the final project-a newspaper with headlines-idioms. The importance of these tasks in developing the language and culture knowledge is noted that here students receive fundamental concepts on studying culture through language.

The students noted the importance of the theme highly as it allowed them to systematize the earlier fragmentary knowledge gained from English related disciplines, to reveal their its importance and to separate the main directions in respect of improvement of language knowledge based on idiomatic expressions.

Practically all performances came to the end with heated discussions. The students took part and made reports on various actual problems of teaching English through figurative idiomatic expressions where they encountered with difficulties of the translation of set expressions, word-combinations and difficulty of psychological and personal character of using them in communication. The received results testified about efficiency of the offered system of working with English figurative idiomatic expressions and technique of forming the use of sociolinguistic competence in the process of teaching English (Table 5, Figure 4).

Table 5 – The results of the third stage of research work on forming sociolinguistic competence in teaching English based on figurative idiomatic expressions

Levels	Control group (%)	Experimental group (%)
Low	48	21,7
Average	44	50,1
Required	8	28,2
High	-	-

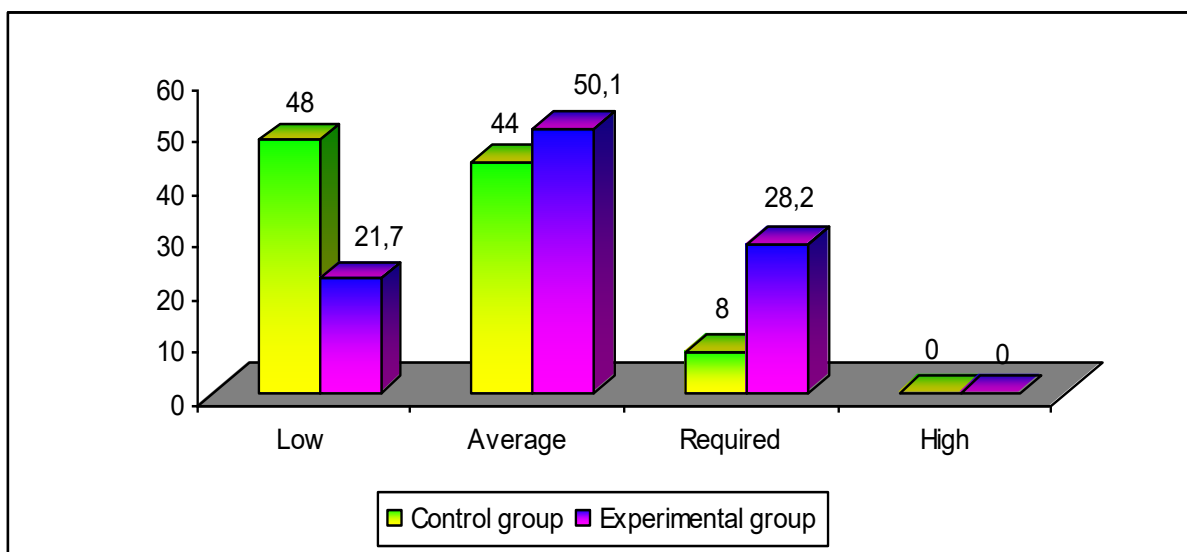


Figure 4 – Results of the third stage on forming sociolinguistic competence in teaching English based on figurative idiomatic expressions

The analysis of interim cut results in experimental group indicates rather noticeable growth on an average (50,1%) and required levels (28,2%) and reduction of number of students with low level (21,7%) that implies about efficiency of the offered course on the English figurative idiomatic expressions. Changes happened in levels of knowledge on figurative idiomatic expressions in control groups: the percent of the students with low level decreased and there was a small percent of the students with required level (8%).

At the same time, the analysis of results in the experimental group was pointed to a poor development of a number of communicative abilities that created on students' uncertainty and a peculiar social and psychological barrier in communication with foreign-language speakers during performance of different types of oral communication through technologies.

We organized the fourth stage of forming experiment – correcting one the task of which was further development and correction of mainly communicative skills making a procedural component of language and culture knowledge. The communicative exercises developed by us on the basis of use of different technologies in teaching English promoted the development generally of communicative skills being basic in developing language knowledge but at the same time training smoothly passed to development of special communicative abilities. We could judge productivity of conducting classes in English on the basis of use of information technologies on a quality of the

exercises executed, creative tasks and answers to the tests offered.

As it is possible to notice from the data provided in Table 6 (Figure 4), in experimental group new students with high level (10,1%) of language knowledge appeared, thus, the number of students with required level almost doubled and made 40,9%. These indicators convince us about efficiency of the technique offered, videlicet in necessity of using information technologies in teaching English for developing language and culture knowledge based on figurative idiomatic expressions.

Table 6 – The results of the fourth stage of experimental work on forming sociolinguistic competences in teaching English based on figurative idiomatic expression:

Levels	Control group	Experimental group
Low	43	9,6
Average	41	39,4
Required	16	40,9
High	-	10,1

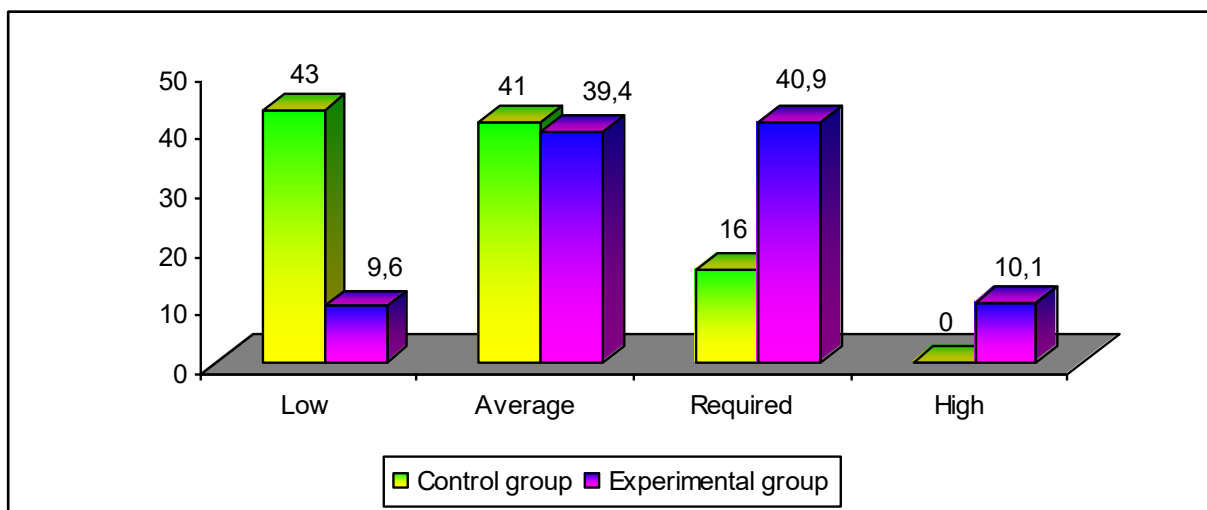


Figure 5 – Results of the fourth stage of experimental work on forming sociolinguistic approaches in teaching English based on figurative idiomatic expressions.

However, despite carrying out various types of works with the students of experimental group, the number of the students with low level still is present and makes 9,6%. It means that these students have no personal interest to master English for their own purposes and about low-probability of their successful activity. Taking it into account, we came to conclusion about the need of strengthened use of information technologies in the course of teaching English for developing language knowledge, about carrying out attentive selection of training materials, means and forms of the organization of process of teaching English, about development of special tutorials, electronic textbooks and etc.

The changes of developing language and culture knowledge levels of the experimental group students are presented in Table 7 at the stages of forming experiment.

Table 7 – The condition of forming sociolinguistic competence in control and experimental groups at different stages experimental work.

Sociolinguistic competence	Initial cut		1 cut		2 cut		3 cut		Final cut	
	Control group	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group	Experimental group
Low	68,75	66,6	65	52,1	55,6	42,4	48	21,7	43	9,6
Average	31,25	33,4	35	47,9	44,4	43,5	44	50,1	41	39,4
Required	-	-	-	-	-	14,1	8	28,2	16	40,9
High	-	-	-	-	-	-	-	-	-	10,1

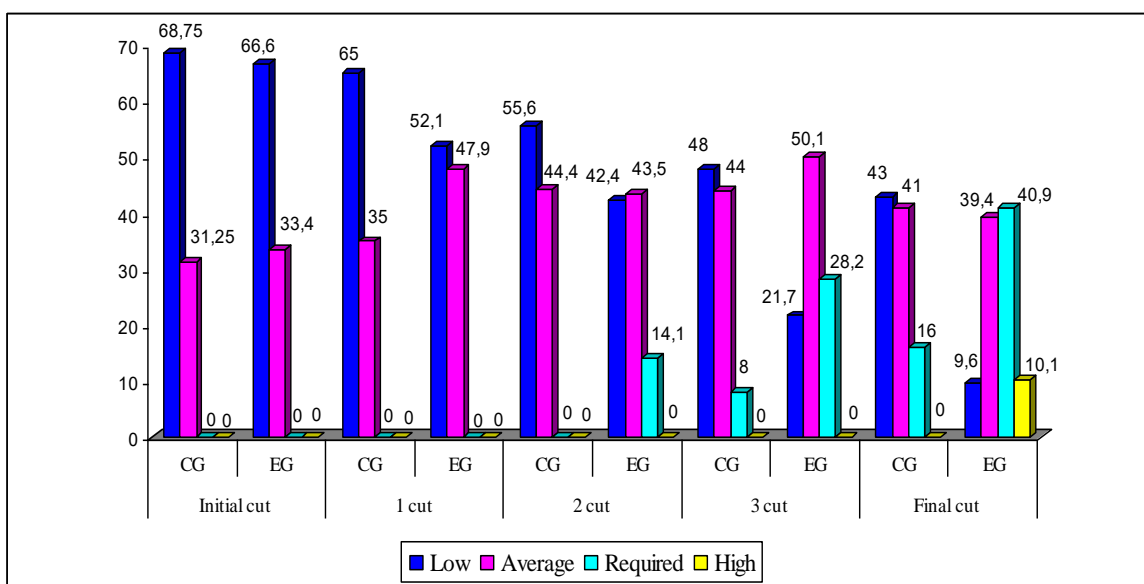


Figure 6 – Changes of the formation of sociolinguistic competence based on figurative idiomatic expressions

The experimental work results convincingly prove the efficiency of integral, step-by-step, concentric and dynamic system and a technique of the development of language and culture knowledge based on figurative idiomatic expressions with the help of purposeful and system use of systematic exercises and tasks based on idiomatic expressions and pedagogical conditions according to the problems of teaching English.

The efficiency of the development of language and culture knowledge is increased in case of

integration not only opportunities of all subjects that have communicative potential, but also in case of the systematic use of sociolinguistic approaches, activation of opportunities of competence-based approach, improvement of methods and teaching forms of English passing in a form of close interaction and active cooperation of subjects of integral pedagogical process.

Thus, the system of enhancing sociolinguistic approaches based on figurative idiomatic expressions to improve language knowledge represents the stages interconnected with themselves allowing to create interest in studying of English, positive attitude towards partners of communication, to develop and systematize the knowledge of English gained in their activity, to fulfill communicative abilities on levels, i.e. in general, to universalize communicative qualities, knowledge, abilities, skills of communication in English.

The experimental work outcome allow stating the growth level of language and culture knowledge proves efficiency of the system developed by us and a technique and the hypothesis offered which has been the basis for our research.

This work allows teacher to increase the interest of students in the studied language, deepen and expand their knowledge, improve skills and abilities.

The methodological goal of this event is to create conditions for the manifestation of the cognitive activity of students, while generalizing the material studied in the classroom.

Conclusion

Based on the study of the experimental work carried out with two groups (control and experimental) of students of the tourism specialty, a complex of lessons on the enhancement of sociolinguistic approaches in teaching English to high school students has been compiled. We have developed a sequence of stages of working with phraseological units, as well as a set of specific exercises that allowed us to give the learning process a communicative orientation that contributes to the formation of sociolinguistic competence, that is, the ability to apply the basic stable phrases of the English language in the process of communication.

Thus, the purpose of this study has been achieved, and its tasks have been solved. So, the methodology of teaching foreign languages does not represent the content of teaching a foreign language without the inclusion of a sociolinguistic component in the learning process, which will help to form the regular and systematic use of the teaching methods and techniques listed in this work.

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**АҒЫЛШЫН ТІЛІН ОҚЫТУ ПРОЦЕСІНДЕ ТУРИЗМ МАМАНДЫҒЫНЫҢ
СТУДЕНТТЕРІНІҢ СОЦИО ЛИНГВИСТИКАЛЫҚ ҚҰЗЫРЕТТІЛІГІН
ҚАЛЫПТАСТЫРУ**

Аңдатпа. Тіл мен қоғам бір-бірінен ажырамайды. Кез-келген қоғамның бір-бірімен қарым-қатынас жасау үшін өзіндік тілі бар. Тіл мен адамзат қоғамы арасындағы байланыс

тығыз болып келеді. Сондықтан тілдік зерттеулерде адамзат қоғамымен және әлеуметтік мәдениетпен байланысты болуы керек. Аталмыш мақалада біз тілді қоғам тұрғысынан қарастырамыз. Осы зерттеу ағылышын тілі сабақтарында қазақстандық студенттердің әлеуметтік-лингвистикалық құзыреттілігін қалыптастыру мақсатында жүргізіледі. Зерттеу 2022-2023 оқу жылының көктемгі семестрінде Қазақстанның Түркістан қаласында орналасқан Халықаралық туризм және қонақжайлылық университетінің студенттерімен бірлесіп жүргізілді. Студенттер курсты бастамас бұрын қабылдау тестінен өтеді және "социоллингвистикалық тәсілдер" оқу бағдарламасы студенттердің тілдік деңгейіне, жасына, қажеттіліктері мен қызығушылықтарына, оқу стильдері мен оқу қалауына сәйкес әзірленеді. Сабақтар нәтижелі дағдыларды қалыптастыру арқылы ағылышын тілін жақсы меңгеру үшін қазақстандық студенттердің әлеуметтік-лингвистикалық құзыреттілігін қалыптастыру мақсатында ұйымдастырылды.

Кілт сөздер: Әлеуметтік лингвистика, құзыреттілік, коммуникация, тіл үйрену, әртүрлі мәдениеттердің өкілдері

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ФОРМИРОВАНИЕ СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ТУРИЗМА В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. Язык и общество неразделимы. Любое общество имеет свой язык для общения друг с другом. Язык и общество настолько взаимосвязаны, что исследование языка должно быть неразрывно связано с обществом и культурой. Целью данного исследования является формирование социоллингвистической компетентности обучаемых в Казахстане на занятиях английского языка. Исследование проводилось с обучаемыми Международного университета туризма и гостеприимства, расположенного в Туркестане, в весеннем семестре 2022-2023 учебного года. Перед началом курса обучаемые сдают тест, а учебная программа по социоллингвистическим подходам разрабатывается в соответствии с языковым уровнем, возрастом, потребностями и интересами обучаемых, стилями обучения и предпочтениями в обучении. Занятия по английскому языку были организованы с целью формирования у казахстанских обучаемых социоллингвистической компетентности через развитие продуктивных навыков.

Ключевые слова: социоллингвистика, компетентность, коммуникация, изучение языка, представители разных культур