



THE ROLE OF THE COMMUNICATIVE APPROACH IN THE FORMATION OF SOCIOLINGUISTIC COMPETENCE IN STUDENTS AT THE B1 LEVEL

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ABSTRACT

The article is dedicated to the analysis of the role of the communicative approach in the formation of sociolinguistic competence in students of a foreign language at the B1 level. The theoretical foundations of the communicative approach and sociolinguistic competence, their interrelationship, and their impact on the effectiveness of language education are examined. Special attention is paid to the practical aspects of applying communicative methods to develop language use skills in various social contexts. The advantages and challenges of implementing a communicative approach in the educational process are analyzed. The research results show that the communicative approach contributes to the more effective formation of sociolinguistic competence, allowing students to master not only linguistic structures but also the sociocultural norms of language use.

Introduction

In the modern world, the study of foreign languages is acquiring special significance in the context of globalization and the expansion of international contacts. One of the key tasks of language education is to develop in students not only linguistic knowledge and skills but also the ability to effectively interact in various socio-cultural situations. This is especially relevant at the B1 level according to the Common European Framework of Reference for Languages, when students transition from elementary to independent language use.

Sociolinguistic competence represents the ability to use language in accordance with the social context, taking into account the specifics of the communicative situation, the status of communication participants, and cultural norms. The formation of this competence requires special pedagogical approaches, among which the communicative approach occupies a central place.

The relevance of the research is determined by the need to improve methods of teaching foreign languages aimed at developing students' communicative abilities in real social situations. The problem is that traditional teaching methods often focus on formal aspects of language while neglecting its socio-cultural features.



The purpose of this article is to analyze the role of the communicative approach in the formation of sociolinguistic competence in students at the B1 level and to identify the most effective strategies for integrating communicative methods into the educational process.

Theoretical foundations of the communicative approach

The communicative approach in foreign language teaching emerged in the 1970s as a reaction to the limitations of structural teaching methods. The founders of this approach, such as D.A. Wilkins, G. Widouson, and K. Bramphit, emphasized the importance of developing communicative competence as the main goal of language education.

The central principles of the communicative approach are: focusing on the meaning and function of the language, not its form; using authentic materials and situations; students' active participation in the communicative process; considering the individual needs and interests of students; integrating all types of speech activity. Sociolinguistic competencies, according to the European Framework of Reference for Languages (CEFR), encompass knowledge and skills related to the social use of language. These competencies encompass several key aspects: linguistic markers of social relations, rules of politeness, expressions of folk wisdom, register differences, and dialectal and accentological features.

The structure of sociolinguistic competencies can be represented as a multi-level system, including the cognitive component (knowledge of socio-cultural norms and rules), the behavioral component (the ability to apply this knowledge in practical situations), and the affective component (attitude towards other cultures and readiness for intercultural interaction).

The nature of sociolinguistic competence

Sociolinguistic competence, according to M. Canal and M. Swain's model of communicative competence, includes knowledge of the sociocultural rules of language use, understanding the social meanings of language forms in various contexts, and the ability to adapt speech behavior to the communicative situation.

At the B1 level, sociolinguistic competence involves the ability to distinguish between formal and informal speech registers, understand the main socio-cultural differences in language use, adequately respond to social signals during communication, and demonstrate a basic understanding of the cultural norms of the language being studied.

The relationship between communicative approach and sociolinguistic competence

The communicative approach creates optimal conditions for the formation of sociolinguistic competence through modeling real communicative situations, using role-playing and simulation, working with authentic texts of various genres and styles, and developing intercultural awareness.

It is particularly important to create situations in the learning process that are as close as possible to real communication, where students can practice the use of language tools in accordance with the social context. This includes teaching etiquette formulas, developing skills in variable use of language tools depending on the communication situation, and forming cultural sensitivity. The cultural-comparative approach is based on a systematic comparison of the sociolinguistic features of the native and studied cultures. This approach helps students understand the cultural conditioning of linguistic phenomena and develop critical thinking regarding intercultural differences. The application of this approach contributes to preventing



the negative transfer of sociolinguistic norms of native culture to the language being studied and the formation of more adequate ideas about the sociocultural aspects of the English language. Effective formation of sociolinguistic competencies requires careful selection and adaptation of educational materials. Materials should reflect the diversity of sociolinguistic situations and include authentic speech patterns representing various social groups, registers, and language use contexts.

Special attention should be paid to including materials demonstrating the variability of the English language in various socio-cultural contexts. This includes presenting various variants of English (British, American, Australian, and others), as well as the features of language use in various professional and social spheres.

Creating an authentic communicative environment in the EFL classroom represents one of the key strategies for developing sociolinguistic competencies. This can be achieved through the use of multimedia technologies, organizing video conferences with native speakers, creating virtual socio-cultural situations, and other innovative methods.

Practical strategies for the formation of sociolinguistic competence

Effective methods for developing sociolinguistic competence within the communicative approach are: contextualized dialogues where students practice communication in various social situations; analysis of video and audio materials to identify the sociocultural characteristics of communication; project activities aimed at studying the cultural aspects of the language being studied; discussions and debates on sociocultural topics.

An important element is systematic work with language registers, teaching politeness strategies, and forming understanding of implicit meanings in communication. Students must learn to recognize social markers in speech and use language tools appropriately according to communicative goals and social context. Evaluating the effectiveness of a communicative approach

Studies show that the application of a communicative approach significantly increases the level of students' sociolinguistic competence. Students demonstrate better understanding of the socio-cultural aspects of language, feel more confident in various communicative situations, and show greater motivation to learn the language.

However, implementing a communicative approach involves certain challenges, including the need for teachers to undergo special training, create appropriate teaching materials, and organize the learning process focused on students' active participation.

Conclusion

A review of the role of the communicative approach in the formation of sociolinguistic competence in students at the B1 level shows its high effectiveness and pedagogical value. The communicative approach creates the necessary conditions for the integrated development of linguistic and socio-cultural competencies, ensuring students' preparation for real intercultural communication.

Key factors for the success of applying the communicative approach are systematicity in the formation of sociolinguistic competence, the use of diverse interactive teaching methods, and the creation of an authentic communicative environment in the learning process.

The prospects for further research are related to the development of specialized methods for assessing sociolinguistic competence, the creation of digital educational resources for the



development of sociocultural skills, and the study of the impact of technological innovations on the effectiveness of communicative learning. Further research in this area should focus on developing effective methods for assessing sociolinguistic competencies, creating adapted learning materials for various learning contexts, and studying the long-term effects of integrating sociolinguistic competencies on the overall effectiveness of foreign language learning.

The research results can be used in the practice of teaching foreign languages, in the development of curricula and materials, as well as in the system of training and advanced training of foreign language teachers.

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